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ABSTRACT

This report summarizes the proceedings of the Governor's Conference on Technical-Vocational Education in Texas, which was held (1) to provide a public forum on vocational, technical, adult, and manpower education; (2) to assess developments in these areas since the 1973 Governor's Conference; (3) to examine key issues related to the funding, delivery, and evaluation of vocational programs; to the development of a data and an information system for vocational education; to the use of advisory committees; to serving the needs of adults, disadvantaged, and handicapped persons; to soliciting and using student viewpoints; and to parenthood education; and (4) to determine appropriate actions and develop recommendations to insure that vocational-technical programs will meet the needs of the state's work force and economy. Part I gives the texts of the keynote addresses which stressed the need for commissions to study both public education and vocational education in Texas, while part II summarizes the nine conference workshops which provided for discussion of the key issues. These workshop descriptions include the opinions of participating students who voiced concern about the relevancy of education; the public awareness of voc-ed programs; the blending of academic and voc-ed experiences; and the need to increase student job placement services in an effort to decrease youth unemployment. In part III are lists of conference exhibitors, participants, and members of the advisory council. (ELG)

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ED163206

"Vocational Education...Gateway to the Future"

A Report of the Governor's Conference on TECHNICAL-VOCATIONAL EDUCATION

The Advisory Council
for
Technical-Vocational Education in Texas

February 15-16, 1977

Austin Municipal Auditorium and Convention Center
Austin, Texas

Published June 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Mrs. Dorothy R. Robinson
Palestine

VICE CHAIRMAN
Bill Elkins
Dallas

THE ADVISORY COUNCIL FOR TECHNICAL–VOCATIONAL EDUCATION
IN TEXAS
(Advisory Council to the State Board of Education)
P.O. Box 1886
Austin, Texas 78767

MEMBERS
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San Antonio
J. L. Boone, Jr., EdD.
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W. T. Crouch
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June 1, 1977

TO THE CITIZENS OF TEXAS:

Vocational education today is everyone's business. Its importance to our young people and adults, and to our State's economy both now and in the years ahead necessitates a broad and intense involvement of Texas citizens in the planning and implementation of vocational education programs.

Our Advisory Council, and those directly involved in the administration of education programs cannot, alone, formulate an educational roadmap that will carry Texas into the 1980's and beyond. It will take the help of every citizen in the State.

This report summarizes the key issues which surfaced during the Governor's Conference--issues related to the funding, delivery, and evaluation of vocational programs; the development of a data and information system for vocational education; the use of advisory committees; serving the needs of adults, disadvantaged, and handicapped persons; soliciting and using student viewpoints; parenthood education; and other issues.

It is hoped that this report will provide guidance and inspiration for the continuous review of the planning and management of vocational education resources at the state and local levels.

The Council is aware that public forum activities providing grass roots input is valuable only to the extent that lines of communication are established and maintained, and state and community leaders are responsive to the input.

The initiative for improvement in lines of communication rests at all levels. Our effectiveness will be measured by the extent to which we work together in serving the needs of our citizens of all ages.

Sincerely,

Dorothy R. Robinson

Dorothy R. Robinson
Chairman

PURPOSE: "To establish a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the State of Texas to meet the needs of industrial and economic development of the state."

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SPONSORS

Governor Dolph Briscoe and the Advisory Council for Technical-Vocational Education in Texas co-sponsored the conference.

OBJECTIVES

To provide a public forum on vocational, technical, adult and manpower education for the citizens of Texas, and to assess developments in these areas since the 1973 Governor's Conference.

To examine key issues in vocational, technical, adult, and manpower education in Texas.

To determine appropriate actions and develop recommendations needed to ensure that vocational, technical, adult, and manpower education programs are commensurate with the needs of the state's work force and economy.

ABSTRACT

Words like priority, flexibility, coordination, communication, and accountability were used frequently during the Governor's Conference to accent concerns and ideas expressed by many of the nearly 1,200 Texas citizens who came to Austin.

John Poerner of Hondo, a former state representative now working in the Governor's Office, expressed Governor Dolph Briscoe's desire for a 'blue ribbon commission' to conduct a two-year study of the entire vocational education system in Texas, and to produce a "master plan" that will improve the responsiveness of voc-ed to the State's needs in the years ahead.

State Representative Frank Gaston of Dallas conveyed House Speaker Bill Clayton's desire for a 'blue ribbon commission' to study public education. Clayton wants a commission to investigate the matter of education curriculum, and to bring about proposals for the overhaul of the curriculum so that students could have the flexibility to move into skills training, career development, and technical education.

Lt. Governor Bill Hobby said a "truly comprehensive program for occupational education will require major additional funding, but we cannot afford to overlook ways to reduce its potential cost. The answer to the problem of increased expenditures must lie in part in the adoption of procedures designed to bring greater efficiencies to the process of financing and governing occupational education programs."

Walter Kerr of Tyler, a member of the National Advisory Council on Vocational Education, stressed that "vocational education had better get to work on career, manpower, job employment, production training. Manpower training is not all of voc-ed, but it is the play that has been called by the quarterbacks (at the federal level) that control many things including the purse strings."

The development of the work ethic and ensuring that all students graduating from high school have an 'employable skill' were key concerns among non-educators attending the conference. It was also stressed that "most industry people want to help educators, but they lack the direction to do so."

Students attending the conference were concerned about the relevancy of education; creating a greater public awareness of voc-ed programs; the blending of academic and voc-ed experiences; and increasing job placement services for students in an effort to decrease high youth unemployment.

Educators attending the conference were concerned about a better means of funding voc-ed; stronger coordination and communication between schools and programs; identifying citizen needs; program accountability; data and information systems; and improving the delivery of voc-ed services.

The Governor's Conference also featured a variety of exhibits which depicted manpower needs and the types of education programs and services available to prepare people to meet those needs.

The Conference was presided over by Dorothy R. Robinson of Palestine and Bill Elkins of Dallas, chairperson and vice-chairperson of the ACTVE. David Pickett of Dallas, an ACTVE member, chaired the Governor's Conference Planning Committee.

PART I

Conference Keynote Addresses

OPENING GENERAL SESSION KEYNOTE ADDRESS
*DELIVERED BY JOHN H. POERNER**

John H. Poerner

Citizens, Members of the Legislature, Board Members and Guests, it is indeed an honor for me to be here today to speak to this group and to represent Governor Briscoe. He has asked me to convey his regrets at not being able to be here today because of a meeting at the White House.

The Governor's interest in vocational-technical education is evidenced by several recent speeches including the State of the State message to the 65th Legislature. It is also his honor to co-sponsor this event with the Advisory Council on Technical-Vocational Education in order to provide a statewide forum on this important issue.

This conference should find us reflecting on and critiquing the past --- joyfully recalling the accomplishments on one hand and somberly reviewing the many challenges which remain in this vast and ever changing field of vocational-technical education. Discussions held during this conference can and should lead to improved decisions for tomorrow. It is through your efforts that generations of young Texans will develop the skills necessary to lead successful and prosperous lives.

You have accomplished much already on all levels --- secondary, post-secondary, and adult --- to equip Texans with marketable skills. But the rapid changes in society and in our economy in recent years and the even greater changes that we can expect in the future require that our educational system constantly be held up for examination to see if it is meeting the needs of the people.

To understand the accomplishments and shortfalls of our educational system and in particular the area of vocational-technical education, I think it helps to review the basic purposes of public education. An indepth review of public education from its origins and throughout its development would point out the fact that this system was originally intended and has continued to be of a responsive nature.

The first public schools in America, for example, were created in the Massachusetts Bay Colonies by the "Satan Deluder Act." Their purpose was to respond to what the Puritan society felt was an important need for its children --- the ability to avoid the numerous traps and temptations which Satan placed before them. Since that beginning, our educational system has continued to develop in response to the needs and wishes of a changing society. To determine whether our educational system is performing effectively, we must review the needs being expressed by today's society and determine whether our public schools are making an adequate response.

This State finds itself in the fortunate position of having an extremely favorable

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**A former State Representative from Hondo, he is Director of the Governor's Office of Education Resources. Governor Briscoe was to address the opening session, but was called to the White House. The Governor asked Mr. Poerner to appear in his behalf.*

economic climate. We have experienced a rapid growth in all areas of industry which has resulted in a corresponding growth in the Texas job market. Unemployment has remained far lower in Texas than the national average; the State's revenues have experienced a rapid increase; and new industries have flocked to Texas to benefit from the favorable business climate the citizens of this State have built.

Yet, even with all the factors we have going for us we find ourselves with a public education system which has one of the highest dropout rates in the country. We find ourselves with literally thousands of high school graduates who have neither the ability to proceed to an institution of higher education nor the basic skills necessary to enter today's job market. We find ourselves with a surplus in many fields, such as teaching, while at the same time many of the new job openings in the State are left unfilled due to a lack of qualified applicants. We who are dealing with educational matters at the state and local level face a rapidly intensifying pressure from the taxpayers to justify the larger and larger expenditures we are making on public education.

Society is, and has been, expressing its needs to all of us involved with education. Industry wants a labor force capable of meeting its requirements. Parents want their children adequately prepared to become productive citizens. Taxpayers want to know how much we are spending on our various educational programs and what kind of return they are receiving on their investments. Our pupils want information about the avenues open to them before and after graduation. Potential dropouts want to know whether the system has anything to offer them for a meaningful and productive career, and those who have already left our educational system want to know if anything can be gained by their return.

The needs of our society have been expressed. Your function is to help formulate a response. It seems a simple enough conclusion that the response must be based on a comprehensive view of what skills and knowledge our present and future students will need to become functioning members of society. To provide this base of information it is extremely important that we get about the business of determining which areas of the job market will continue to expand, which will experience saturation and most importantly what new fields of enterprise will be developing. We must adhere to the law of supply and demand as it relates to future job markets. What good can we accomplish if we spend great amounts of time and money providing students with high quality training if upon graduation those students find themselves prepared for non-existent jobs.

Obviously, the key to keeping the output of our vocational-technical programs attuned to the demands of the business community is communication. Communication between the business and educational communities at all levels.

Advisory councils have an important role to play in this communication. Advisory councils are the vital link between the source of supply of vocational skills and the source of demand for job skills. Only through the honest exchange of ideas and information can the educational system be kept informed of the changes which are required of it to adapt to the continuously evolving needs of the economy of the state for skilled workers.

An advisory council might style itself as a football coach: A position charged with the responsibility of creating a team dedicated to attaining various goals.

The coach would start by outlining the goals for the team:

1. To serve the needs of society through education;
2. To provide a marketable skill for individuals who have selected the trades as their contribution to society; and,
3. To monitor the "supply and demand" factors so as to offer guidance for the person seeking a new career.

The coach knows he will never enter the gridiron, but his input and influence will be a vital link in accomplishing the goal --- winning the game. Advisory committees at state, regional, or local level are no different. If your team has ten quarterbacks and one end your chances of winning are remote. If your rule book was written in 1929 and never revised to meet present day standards, you will lose. The coach of the vocational-technical team must also envision the needs of tomorrow since we live in a rapidly changing society. Standards and rules of the past are invited guests ONLY if they will serve tomorrow and conform to the practices of the "real world."

Our thoughts must now turn to the question of who will influence the hardest and most difficult decision to be made by our youth --- "What shall I be?" There are many factors influencing each child, but the parents of the child are, and should be, the most predominant force.

Therefore, in the area of vocational-technical education, we have a responsibility to the parents of our students to encourage their involvement and to make them aware of the potentials which your programs will open to their children.

The parent can help overcome the stigma and bias of today against "blue collar" work and those who do it in our society. Too many people look down on those who work with their hands. For some reason this kind of work is considered inferior to that done by "professionals." Why this attitude is present is bewildering to me. You know and I know that it is easier in many cases to turn out a Ph.D. than to produce, for instance, a master electrician. The contribution either makes to society is no more or no less than the other. Their contribution is measured by what they produce --- not by their titles!

We must redefine our idea of success in a manner that is not limited to white collar supervisor or so-called "professional" positions. The Advisory Council on Technical-Vocational Education has estimated that 68% of job openings in Texas between now and 1985 will be related to vocational education programs. A recent federal study compared the job aspirations of high school graduates with the projected composition of the labor force in 1985. Fifty percent of the graduates aspired to be professional and technical workers yet this occupational group is expected to comprise less than 17% of the work force by 1985.

The bias against certain types of work has permeated our society for so long that it inevitably has affected the educational system. A false dichotomy has developed between academic and vocational education. This separatism must be ended. There is no area of vocational education that does not require a sound foundation in the academic subjects. There is no student pursuing an academic program who cannot benefit from at least some vocationally-oriented instruction. The unnecessary compartmentalization of students and programs is counter-productive. There is no excuse for it to continue.

Since most parents are also taxpayers, their active involvement in vocational-technical programs speaks to another area where a response from the education community is needed. I think that Recommendation 6 of the Advisory Council on Technical-Vocational Education's most recent report to the Governor accurately summarizes the issue that now confronts us. That recommendation reads as follows: "Understanding that the line will be held on state taxes supporting public education, all educational programs must be held accountable for their contributions to the state's overall socio-economic growth." I think that we might expand on this statement to include the fact that in the great majority of school districts the line will also be held on local taxes.

Both local and state taxpayers are deeply concerned about the increasing cost of education. They are increasingly interested in measurable results as proof of a return on their investment in our educational system. It is of growing importance that we be able to account not only for the actual expenditure of the educational dollar, but also to provide measurable proof of the output of the program on which the dollar was spent. To be accountable for the dollars spent on vocational-technical education, the capability of tracking expenditures to individual programs must be developed. To determine the productivity of each program, a very thorough system of student follow-up must also be instituted.

Every member of the educational community must be made aware that the taxpaying public no longer accepts the premise that progress can be measured in terms of dollars spent. Instead they are demanding proof that present programs are cost-effective. In the near future, all educational programs which cannot evidence a benefit which equals or exceeds their cost will be eliminated in favor of those which can.

To ascertain the effectiveness of vocational-technical programs, we need to know how much they cost and whether they have provided the student with a marketable skill. By the latter, I do not mean to say that we have a successful program if all our students are eventually employed. but rather that the program is successful if it has provided the basic skills necessary for the student to acquire that employment. Employment in related fields is the best indicator of a program's effectiveness. If it is eventually determined that a given program is providing little or no real benefit, we must redesign it to the point where it provides a measurable output or replace it with a program which genuinely speaks to the students' needs.

Failure to meet the students' needs may be one of the causes of our high dropout rate. Governor Briscoe has labelled our state's current dropout rate as totally unacceptable. We are all painfully aware of the high cost of dropouts --- high costs both to the individual and to society. The Governor believes as he said in his State of the State address last month that a career emphasis --- a greater opportunity for vocational-technical education --- will help to reduce the very high dropout rate, especially in the critical years of grades seven through ten. If students could begin to develop job related skills in those grade levels, the power of our public schools to hold students would certainly improve.

We must equalize the opportunity for a high quality education for all of our young people --- regardless of the wealth or poverty of their location within the State. But, at the same time, we must realize that the dollar bill is not the true measure of educational excellence. We can no longer accept the notion that young Texans are receiving a better education this year than last year because we are spending more money this year.

It appears certain that as funds become more and more difficult to acquire, we will have to move much more strongly toward a pooling of our educational resources. If we are to truly provide educational alternatives to our students, we must avoid the situation where each of our 1,095 school districts addresses its programs individually. The concept of area vocational schools is one whose time has come. We can no longer claim to be offering a comprehensive response to society's needs if the students in 500-600 school districts only have one or two program alternatives open to them.

I have attempted this afternoon to describe the direction that I believe vocational-technical education should take to meet the needs of the people and economy of Texas in the years ahead. I have also pointed out those areas where the system is not now performing as well as it should. Offering criticism is easy and in itself solves no problems. Instead, I have sought to demonstrate the need that we have now for a comprehensive review of the entire vocational-technical education system in Texas. We are spending too much money --- federal, state, and local --- to remain adrift without a rudder. The role of vocational-technical education is too important not to have a comprehensive plan which integrates the components --- public schools, junior colleges, proprietary schools --- into a unified team.

Governor Briscoe has asked me to relay to you his desire to see established a Blue-Ribbon Commission to conduct a two-year study of the entire vocational-educational system in Texas. He would like this Commission to investigate the present administrative structure to see if it is the most efficient; to study the current state of information which exists on the expected supply of and demand for specific jobs in the future; and to examine other essential items of information which we must have to evaluate programs, such as follow-up data on students to measure the impact that their training had.

The Blue-Ribbon Commission should be totally independent and free to draw whatever conclusions to which its investigation leads it. But, the Commission should seek input from all agencies now involved in vocational-technical education. The Commission's duty would be too large and time too short to waste its effort re-inventing the wheel. There is already a lot of good planning. The Commission would not want to duplicate that effort but to take off from that point with the goal of achieving a higher degree of coordination among all the elements of the vocational-technical education system. The Commission should report its findings to the 66th Legislature in 1979.

Of course, any commission with such a large and important mandate will require generous funding. Governor Briscoe has suggested $1 million as possibly a realistic level. The point is that the Governor is committed to the improvement and expansion of vocationally related education. He believes that the investment of $1 million would be well justified, as it represents only approximately one-half of one percent of the total expenditures on vocational-technical education in Texas last year.

The Governor wants to enlist your support now in the effort to see that the Legislature passes the legislation necessary to establish the Commission and, if established, seek your cooperation and participation in the activities of the Commission. It will take the best efforts of all of us for the Commission to be successful in its work to produce a Master Plan for Vocational-Technical Education in Texas which will improve the responsiveness of the system to the needs of the people and of the economy in the years ahead.

BANQUET ADDRESS
DELIVERED BY LT. GOVERNOR WILLIAM P. HOBBY

Lt. Governor Hobby

It is a pleasure to be here tonight. As a public official and businessman, I am doubly interested in our State's technical-vocational education program. Many of you may recall that this is not a new-found interest. I have long believed that it is a primary duty of an educational system to equip its students with the skills needed to earn a living in a technological society.

In reviewing your program here, I note you are covering a wide range of topics. Certainly, these issues deserve your serious consideration. But, I wonder if you've perhaps overlooked a crisis in the making. That is, where are we going to get all the skilled workers needed to build the new highways being proposed by House Bill 3? Even more challenging, how will you train them when a goodly portion of the State's so-called surplus will be -- if you'll pardon the pun -- set in concrete?

If you combine the funds needed for current state programs with the new highways proposal and measures for tax relief on utility bills, there is precious little left for improving the quality of education in Texas.

Do not misunderstand me, however. The highway system does need more money. But this need must be weighed and balanced against the needs for other state programs, especially education.

The tradition of a strong technical-vocational program in Texas has very deep roots. While other states are still attempting to recognize that they have a problem, Texas has created solutions. While other states have been largely dependent on federal funds for the support of the expanding programs of occupational education, state and local taxpayers in Texas contribute over five times as much money as the federal government to the support of our programs.

The dramatic growth of occupational education has been the result of teamwork. Perhaps more than most issues, the quality of our programs has a greater direct impact on the future of our society. We have made major strides over these past few years. Since 1969, enrollments in occupational education have risen from just under 500,000 to over one million students.

Of equal encouragement has been the degree to which the enrollment patterns have followed the changing economic environment of the state. Post-secondary programs, especially those in community colleges, have increased at more than twice the state average growth for all occupational programs.

In our public schools, there has been a change in direction away from the traditional homemaking and agriculture programs to a wider range of educational programs. During the period since 1969, over two-thirds of the enrollment growth has taken place outside of these two traditional areas.

To the benefit of all of Texas, many of the accomplishments which have been seen result from the provision of ample and stable funding sources. As long ago as 1949, legislatures have made commitments to protect funding for occupational education programs. As a result, no serious attempt has ever been made to cut funding. Today, as I said a moment ago, this strong tradition is in jeopardy.

Coupled with the dedication of the Legislature to provide ample funds for the support of occupational programs has been the recognition that these programs are costly -- more costly in most cases than the traditional academic program. Rather than force the local taxpayer to provide the necessary support for these programs through increased local property taxes, the State has assumed much of these added costs in such a manner as to spread the cost of this statewide benefit to all of our citizens.

As the programs of technical-vocational education have grown, the relationships of this program to the rest of the academic program have become more sophisticated. I sincerely hope for the day that the term "career education" becomes more than a catchword phrase. The other night I heard Billy Reagan of Houston say that 85% of the students in the Houston area were in college preparatory programs, while only 15% of the potential jobs required a B.A. degree. We must recognize this fact in the public schools of Texas and react accordingly.

In summary, I stand before you today as a proud advocate of our system of technical-vocational education. Through all of the turmoil education has experienced in the last several years, vocational and technical education programs have continued to serve Texas well.

A truly comprehensive program for occupational education will require major additional funding. But we cannot afford to overlook ways to reduce its potential cost. As a result, I have a few recommendations I hope you will carry with you as you continue work in this conference.

According to recent reports of the Texas Advisory Council, almost 20% of Texas high school students live in districts without a comprehensive occupational education program. Countless more students live in districts in which the present realities of school administration prevent access to the programs which are offered. Projections -- and I might add rather conservative projections -- of the Advisory Council show a 25% increase in enrollments by 1981.

The answer to the problem of increased expenditures must lie at least in part in the adoption of procedures designed to bring greater efficiencies to the process of financing and governing occupational education programs.

Let me start at the state level. I recommend that the State Board of Education and the staff of the Texas Education Agency undertake an immediate examination of the bureaucracy which has been built up in the name of occupational education at the state, regional, and local level.

At the regional level, we have seen the development of at least three different types of organizations with a focus on regional programs. First, the Texas Education Agency operates regional field offices for the administration of occupational programs. These field offices are in turn independent of the major creation of the regional education unit. Despite this, many of the regional service centers are involved in planning programs for, or providing technical assistance to, occupational education.

Finally, there is one of the greatest misnomers of educational nomenclature -- the "area" vocational school. Originally established to qualify for certain federal funds, these schools have never progressed beyond that, despite numerous calls for action. Consider the wisdom of having 160 schools (the largest number of any state) to serve areas most often restricted to a single school district. The most recent information which I have seen indicates that less than 5% of the enrollments in these schools are from another district or campus. Yet I am convinced that in these regional organizations lies the solution to the problem of providing a comprehensive educational program for all of our students. I call upon this conference and the appropriate agencies of state government to provide the Legislature with the effective answers to this critical problem.

In 1969, the Legislature attempted to foster improved efficiency by providing for a method of contracting between public schools and community colleges. Despite this farsighted action, there appears to have been little use of this approach. As of this year, only 697 students are involved in this program. I believe that the program is a good idea and one which will provide greater efficiency in the use of state funds. Again, however, I must look to you, the experts in this field, to provide us with answers on how to make the program work.

At the local level, I believe we must look for ways to improve the productivity of educational resources especially in the area of teachers.

In the area of special education and regular education programs, Texas has developed major programs for the use of paraprofessional personnel to assist teachers and administrators in the performance of non-teaching functions. Yet, not once has any segment of the educational community recommended the adoption of this technique in the area of occupational education. I, for one, would like to see your recommendations on this matter.

Vocational teachers in our high schools often have far lower teaching loads than their companions in the regular academic program. I believe that the time has come for the profession to examine this imbalance and use this technique only when the proven educational benefits exist.

Procedures at all levels of education which restrict teachers in occupational education programs from participating in other educational programs are contrary to basic management principles and should be reexamined with the yardstick of proven educational performance as the guidepost.

Programs of financial support should be periodically reexamined to determine the relationship of the program to the actual job market existing in the area being served. Strong administrative leadership should be provided by the educational community to assure that these decisions are made on a regional or metropolitan area basis as opposed to considering only the job market within the individual school district.

Finally, the resources of business and industrial firms which are dependent upon the supply of qualified personnel produced by the occupational education programs of this state should and must be harnessed in an effective manner. I certainly cannot improve upon the words of General Motors Vice Chairman Richard Terrell which I noted in your program guide. He said, "If education really wants business involvement in its programs, then educators ought to expect business will want to participate in the planning and evaluation of these programs." Thank you.

FINAL GENERAL SESSION KEYNOTE ADDRESS
*DELIVERED BY STATE REPRESENTATIVE FRANK GASTON**

Rep. Frank Gaston

Just moments before my arrival this morning, the House passed, by a vote of 144-2, a technical-vocational education bill (H.B. 761) that I authored. The bill removes a rider from the old appropriations act which prohibits junior colleges from securing additional funds to meet any unexpected growth in program enrollments.

If the bill passes the Senate, junior colleges will be eligible to make application to the Texas Education Agency for some additional funds to expand, develop, or redirect programs in response to unexpected growth. [*On March 10, S.B. 614 by A. M. Aikin of Paris passed the Senate, and was signed into law by Governor Briscoe on March 15.*]

I would like to provide you with a little background information as to why the bill was introduced.

As you know, in the last two sessions of the Legislature, we have had surpluses in the treasury, which is a rare instance in any form of government in this nation. The surpluses came about for a number of reasons which we believe are temporary--inflationary spiral, an increase in cost of gasoline and other motor products. All this money is earmarked for highways, and for education. The surpluses have ranged from a little over $2 billion in the last biennium to about $3 billion this time.

Now in the last biennium, you may recall that the junior colleges came to the Legislature and said they needed some money as they were extremely short in a number of areas. Unfortunately, some of the money that was appropriated under an emergency basis for the junior colleges was used contrary to the Legislature's intent.

That legislative intent was to make sure that vocational-technical programs and other programs within the junior colleges did not suffer.

Four junior college presidents, apparently not understanding the legislative intent, gave faculty increases. This did make some legislators a little bit unhappy. As a result, the appropriations bill that came out of the last legislature had a rider placed on it which said you will live within the budget in vocational-technical education regardless of what your growth is.

That rider created some tremendous problems. The junior colleges had an increase in demand by students for vocational-technical programs, which was not anticipated by the Legislature when developing the appropriations bill. Because the rider prohibited you from getting any additional money, cutbacks had to take place in a number of programs. The bill passed this morning seeks to remove that rider.

**House Speaker Bill Clayton was to address the final session, but the House was in session. Mr. Clayton asked Representative Gaston of Dallas to appear in his behalf. Mr. Gaston's address includes a statement from Speaker Clayton.*

I would now like to read a very brief statement from House Speaker Bill Clayton:

"I regret that I was unable to attend this conference on vocational-technical education sponsored by Governor Briscoe and the Advisory Council for Technical-Vocational Education in Texas. Legislative duties have prevented my attendance. However, I do want to express my interest in the advancement of this program.

"In a time of governmental budget constraints, a tight economy, and a dwindling job market, there is a need for us to determine what type of educational opportunities should be promoted. As recent studies have shown, there is still a real and growing need for skilled workers in trades and technical jobs. The traditional college education is not suited to preparing our young people for such careers.

"It is time that the State of Texas takes a long look at the future job needs of the state and nation, as well as the state's financial outlook, and set priorities to produce efficiency and effectiveness in our educational system.

"I believe that the result of such a comprehensive look will be to promote vocational-technical programs. In no other program is job placement as good and need so great.

"School counselors should give considerable attention to directing students toward profitable careers where opportunities are available; schools should offer increasing numbers of courses in skill training; adult training programs be encouraged; and the citizens of the state should be informed of benefits to the students, as well as to Texas, because of these programs.

"We need to realize that traditional college settings and education are not suited for all, and vocational-technical education seems to be the key to future career opportunities.

"It is my hope that one accomplishment of the Sixty-Fifth Legislature will be the formation of a Blue-Ribbon Study Commission to investigate this matter. I have talked with a number of curriculum experts, administrators, leaders in associations, and other persons interested in education, and they have agreed with me that a comprehensive study on educational curriculum is needed.

"The results of the study would deal with proposals for overhaul of the curriculum so that students could have the flexibility to move into skill training, career development and technical education.

"Hopefully, recommendations for the content and duration of these programs, the role of school counselors, accountability measures, and other changes would lead to an improved curriculum which would prepare students for the "world of work," strengthen achievement test scores, and more importantly, revitalize public education.

"I hope that you can support this idea and continue your current efforts to build a strong future for vocational-technical education in Texas."

I would like to add a personal observation to the Speaker's statement--an observation I have obtained through my involvement in this particular area of education since I became involved in the legislative process. It is a challenge that I would like to hurl at you personally. It is based on conversations with educators in the academic area, with parents, and with high school students, especially seniors.

You heard Lt. Governor Hobby say in his Banquet Address that in the Houston Independent School District, 85 percent of the students were training for academic careers or academic advancement in higher education while there are only 15 percent of the jobs that demand college degrees. Yet, every time I talk to a student group or to a group of parents, I raise the question of what do you expect from post-secondary education, and the response invariably is an entree to the job market.

We are still living with that myth that came out of World War II that you have got to have a college degree to hold a job. I don't have to tell you what the problems have been for vocational-technical education because of that myth. I don't have to tell you that your area of endeavor has become the dumping ground, or at least in the minds of many individuals, the dumping ground for underachievers. That is why this conference is taking place.

I would like to remind you that we are reaching close to the bottom of the barrel of educational dollars in the state. The people of Texas will not take too much more. They are demanding that the end product--our graduates--be of a better quality than those graduates that we have seen recently.

I am surprised that the business community has not rebelled because there is a huge chunk of educational dollars being spent by businesses all across this nation re-educating college graduates so that they can be productive within the business world. That is wasted money, and all of you know that it is wasted money.

Let me leave you with two questions, and I would be happy to receive your views on the answers to these questions. They may seem simplistic to you, but when you examine them very carefully, they may seem confusing to you as they are to me, because you are going to come up with a variety of answers.

The first question that I want to ask you to consider is "What is the role of your Legislature in education? Is it only to supply the tax dollars without asking you to be accountable?"

The second question is "What is the role of education in the State of Texas? What do we as individual taxpayers and citizens have a right to expect of education in this state? And a follow-up question is "Are we getting our money's worth?"

If this conference is as successful as I think it will be, I think you may well supply the answers to such questions. Thank you and Good Luck.

CONFERENCE WRAP-UP
*DR. WALTER KERR**

Dr. Walter Kerr

I have been sitting here this morning observing this impressive theme sign..."Vocational Education...Gateway to the Future." Whether you know it or not, we are at a very important gateway in terms of the direction that vocational education should take in serving the training needs of this nation.

I want to make a little analysis this morning of where we might fall in this gateway. It is entirely possible that vocational education, as you and I know it, in the public school system can be put on "deep freeze." Now lets remember that. It is entirely a possibility.

You know I wonder how carefully we have listened during this conference. We listened at the address that came from our Governor. He said we need to get underway about it... strengthening the economy, getting employment for the youngsters, making our dollars count. We need to have more contact with business and industry. He also said money is getting short.

When the Lieutenant Governor came, making an equally excellent address, he ran down the line of similar things. The last one of course got my attention. He said we need to improve the pattern and the manner of which we work together with the business, industry, and professional community. He also said dollars are very very tight. He said, "I am going to try to salvage some that we might need from the highway program." It is a very interesting thing folks to get this idea in mind. In the past, all you had to do was say education and nearly everybody would drop dead. Now some of them say we need better roads. Are we listening? Are we listening?

Speaker Clayton said we need to go about the economy of this state. We need to try to find a way in which to increase the career, the technical, the vocational skills of our youngsters to get them employed and get the economy back on the track. He too said dollars are getting very very low. Are we listening?

I had the privilege about three weeks ago, about two weeks before the inauguration, to be briefed at the National Council for one whole day by the transition team of President Carter. It was very interesting. Who do you think was the first person who came in to talk to us about vocational education? An educator on vocational education? No. It was a representative of the Manpower Development Commission. Are you listening?

During our briefing, we were told that if we have any information on the fine programs in vocational education that really deal with career training, manpower development, and employment capabilities, we'd better bring it out quickly because the

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**Dr. Kerr of Tyler is a member of the National Advisory Council on Vocational Education.*

Carter administration is not very impressed with the educational dollar that has been invested in vocational education in the traditional public school system. The administration has looked at the investment in vocational education, and at the number of young people that are unemployed, and they are not very impressed. Are we listening?

We were told that the Carter administration wants to give the people the most amount of service possible without expanding government and spending more money. The administration is looking for soft money --- federal dollars not committed over a long period of time --- to invest in reducing youth unemployment.

Now you know I didn't say this. I just tried to report this. You can read the full report of the Governor. You can read the full report of the Lieutenant Governor. You can read the full report of Speaker Clayton. You can hear the significant statements of one of the major controlling fine statesmen in our state by the Honorable Frank Gaston who was saying the same thing and everybody else. Now you see we can construct in our own minds what we want to hear about vocational education, but the way it has been in vocational education in our lifetime is not necessarily an indication that it will continue to be that way. What was it that Honorable Mr. Gaston said? "I am surprised. I am surprised that the taxpayers have not already rebelled." Ladies and gentlemen, are we really listening?

I might add that during our briefing by the Carter transition team, it was asked if the federal government is still committed to vocational education. "Indeed we are committed," was the reply. We were told there is nothing like vocational education to help fulfill what apparently the people of this nation say they want --- unemployment dropped down and the economy started. We were told that nothing like the vocational education dollar can do this. But the administration doesn't think the money to give the people what they want should be expended through the education system, but rather through the Departments of Labor and Commerce.

My point is my friends, you stand at a significant gateway to history. You know what your discipline in education can do. I have listened over and over again. There are many excellent and terrific facets of vocational education. It can do a thousand great things. It is the finest system of teaching I ever knew to come from the concrete and move on to the abstract. I am honestly reporting what I have tried to see on every level, and at the present time, the play that is being called is vocational education had better get to work on career manpower, job employment, production training.

As somebody said right after the briefing, it doesn't necessarily mean that the pass isn't a good play in football. It doesn't mean that football is just running around, and it doesn't mean it is just defense, but when you have got poor field position and it is fourth down, you punt. The punt isn't all of football, but you punt. Manpower training isn't all of vocational education, but it is the play, my friend, that has been called by the quarterbacks that are in this big game who control many many things including the purse strings. We can only draw one conclusion...either we don't understand, and that isn't acceptable, or we don't care and that is less acceptable. I would like to say at the present time, that it is time that education joined the free enterprise system. It is time.

The portion of education that can be the vanguard of this great advance is vocational education. We have wondered a lot of times why we are not the real leaders of education. I don't mean that we are not, but I get that undercurrent innuendo that we

think maybe we are not. Now is your chance. The tide is with us. Everyone is asking that we move forward to the free enterprise system.

There isn't a single part of education, whether it be curriculum, equipment, funding, cooperative training, employment, scholarships, or prestige that isn't affected by the free enterprise system of business, industry, and labor.

Education is the last bastille in a way of what is, except for a few private schools, a completely socialistic orientation of doing business, but there are signs that there are cracks in the wall. Why? Because the free enterprise system decides whether they buy the product.

Now the point is, we are being drawn into the free enterprise system. I say, why don't we go and move fast with real insight, with real leaders as we should be, and join it. Let us ask what kind of education is needed to produce the kind of citizen desired by the free enterprise system. You don't have to say just an employed person, but if he is not an employed person, he is a problem citizen. Ask what kind do you want? What do you want to see? What do you want his character to be? What do you want his objectives in life to be? What do you want him to analyze when he votes? What do you want him to think about the world and philosophy or religion or anything else? What do you want him to do to make the citizenship? What kind do you want to work with you to help maintain the financial base of the state? What kind? Tell us what kind, and like in the free enterprise system we will say thank you very much, this is what it will cost us in order to do it.

You know what I think? I think if it is done right and well in most instances, if it is realistic as the free enterprise system must be, they will say "fine, then let's go about it. I am surprised you have done as good a job with what you have had, with the limitations you have had before. Let's move on it." This is the free enterprise system. It is being moved forward as much as possible under the state vocational administration. I am sure that the other present administration will begin to see its importance. I am sure that the State Board of Education will.

Now here is the thing that is interesting. You say we are talking to the wrong people, the administrators. At the national meeting of the Association of Secondary School Principals in Denver called by the U. S. Commissioner of Education, it was recommended overwhelmingly to do all that is possible to encourage the close participation of business, industry, labor and the professions and to do it in a systematic way. We don't have their help. My friend, we need a great ally. You know who that ally is. That ally is the person who elects the school board, it is the people that elect your representatives, it is the ones that vote on the bonds, it is the ones that have the money and have the influence. Would you like to have them for a partner? They are right out there. They are just waiting. They are ready to go if we will join the free enterprise system. They are ready to proceed and then we will be underway.

Let me say this in closing. This is a gateway. I hope all of the things that are said here are listened to carefully because ladies and gentlemen this means too much to many human beings. This means too much to the great level of the economy in this state. It means too much to this great education system.

We will search prayerfully with all of the valuable information that we have gained to determine what is the best path right now as well as beyond for vocational education. This path should not be based on preconceived ideas or determined by how our

position would be benefitted, but should be determined by what is best for the people and the nation. Why don't you rise to the bigness of your stature. Say this is what we will do for the young people of this state and for this great land of ours, and you will see the support. You will see the rising esteem, and you will find the enthusiasm in your own work taking on new meaning just not from a profession, but to a calling.

My friends, if we will go about it in this particular way, if we will work with the leaders that we have who are capable of giving good strong support on this team, if we work together, if we can come up with this, if we can inspire our youngsters, if we can get into the partnership with our economic community, if we can do these things, this will be the gateway to the greatest advance in education in the last half century. I thank you.

*VOCATIONAL EDUCATION...GATEWAY TO THE FUTURE**

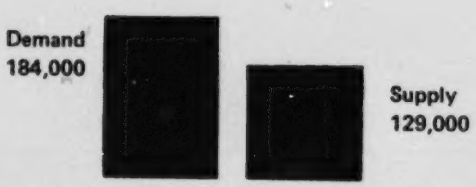
The Texas economy today offers tremendous employment opportunities to persons with vocational skills.

Seven out of 10 job openings in Texas are related to vocational education programs. The office/clerical, industrial, and marketing and distribution fields offer the brightest prospects for employment with nearly six out of 10 job openings occurring in these three areas.

The tremendous demand for vocationally trained workers should continue well into the 1980s; but, will Texas be able to meet the demand for persons with vocational skills?

Presently, the supply of vocationally trained workers trails the demand by as much as 50,000 workers per year in Texas. Jobs are going unfilled for the lack of qualified workers.

Projected Average Annual Supply/Demand For Vocationally Trained Workers In Texas, 1976-85*



*68% of all job openings in Texas between 1976-85 will be related to vocational education programs. Projections developed by ACTVE based on trend data provided by Texas Employment Commission.

What will it take for the supply to catch up with the demand? A greater commitment of financial resources for vocational education, and a greater interest among young people to pursue vocational careers are the keys to solving the problem, according to some observers of the situation.

Presently, only seven percent of $6.5 billion in state appropriated monies for public education directly support vocational education, and twice as many high school students today aspire to pursue professional careers as there are such job openings available.

Matching people and jobs is one of the most critical keys to a healthy and stable Texas economy.

Young people and adults need to be made aware of employment opportunities and the types of education and training needed to secure a meaningful job. They need to

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**Text of ACTVE slide/tape presentation presented at opening general session. This presentation is available for checkout from the ACTVE.*

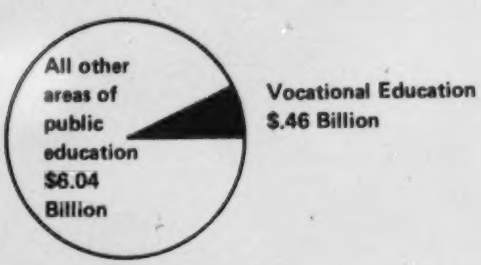
realize that vocational education relates to 68 percent of the job openings in Texas.

Occupations Related to Voc-Ed Projected to Have 25,000 Or More Job Openings in Texas 1976-85*

Occupation	Total Openings
Secretaries (other than legal, medical)	147,619
Sales Clerks, retail trade	86,250
Misc. Clerical Workers	64,687
Bookkeepers	58,053
Child Care Workers	51,418
Cashiers	47,584
Typists	38,148
Vocational Nurses	36,490
Sewers & Stitchers	35,495
Nurse Aides, Orderlies	34,832
Hairdressers, Cosmetologists	34,334
Registered Nurses	27,368
Carpenters	27,325

*Projections developed by ACTVE based on trend data provided by Texas Employment Commission.

Percent Distribution Of Legislative Appropriations For Public Education In Texas 1976-77 Biennium*



*The 64th Texas Legislature allocated $6.5 billion or 51.3% of all appropriations, to support public education during the 1976-77 biennium. Only 7% is traceable directly to voc-ed. Data Compiled from Appropriations Act, 64th Legislature, and Legislative Budget Office's "Fiscal Size Up, "76-77 Biennium."

Matching People and Jobs

In its 7th Annual Report to the State Board of Education in October 1976, the Advisory Council for Technical-Vocational Education in Texas submitted 11 goals to be achieved by 1985--goals aimed at assisting Texans in achieving meaningful career directions, and to close the gap in the supply and demand for vocationally trained workers.

Matching People and Jobs...
Goals for Assisting Texans in Achieving
Career Direction Best Tailored to their Needs
By 1985...

-- career education, K-9, in all schools.
-- delivery system that provides a choice of at least five voc-ed clusters to 90 percent of Texas citizens.
-- all students completing/leaving school be employable.
-- a voc-ed unemployment rate no greater than for state as a whole.
-- voc-ed be financed at a level commensurate with state's socioeconomic needs.
-- adequate supply of competent voc-ed school personnel.
-- voc-ed data systems be developed to a point of rendering adequate and timely information.
-- evaluations be an integral and continuous part of state/local voc-ed programs.
-- all post-secondary schools provide advanced standing to students based on individual competencies.
-- 75 percent of students entering first grade will graduate from high school.
-- educating for parenting be an integral part of the curriculum of all public schools.

Issues to be Resolved

A variety of issues must be resolved if these goals are to be achieved, if people and jobs are to be matched, if the state's demand for vocational skills is to be met.

The extent and manner in which vocational education should be funded must be determined. How much money is needed, and where will it come from?

Another issue that must be resolved is how vocational programs should be evaluated, and the impact that evaluations should have on program planning.

Considerable attention must be directed at determining how vocational programs will be made available to Texas citizens. Problems such as the cost of transporting students to and from programs, conflicts in class schedules, and reaching people in sparsely populated areas must be resolved.

The role that counselors, parents, and the work community must play in the career decision process of students must be looked at closely.

The types of information used or needed in the planning and management of programs must be looked at, and the best way of gathering and disseminating information must be resolved.

The manner in which vocational advisory committees are or should be used in easing the transition of students from school to work warrants a close look, as does the manner in which student viewpoints are solicited and used in determining student needs and program relevancy.

It Will Take All Citizens

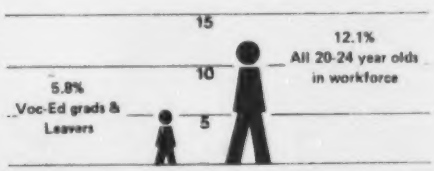
It will take all citizens--lawmakers and educators, employers and employees, parents and students, retired citizens and just plain interested citizens--working together if these issues are to be resolved, if the goals are to be achieved. It will take you and people like you.

Matching people and jobs is critical to Texas. The alternative is young people who depart our schools ill-equipped to cope with the realities of the work world.

Vocational education must play a vital role in the years ahead in preparing Texans to become useful and productive citizens. Vocational education's full potential will be realized if it receives the full collaboration of the school, home, and community.

As we look at the needs of individuals and the needs of our economy, as we develop an educational roadmap that will carry Texas into the 1980s and beyond, let us not forget, that *vocational education is the gateway to the future.*

Comparison of Unemployment Rates
20-24 Year Olds, February 1976*



*Data on voc-ed students based on results of ACTVE statewide follow-up survey of 3,600 voc-ed students who graduated/left secondary and post-secondary schools during the 1973-74 school year. Data for total work force, nationwide, provided by U.S. Department of Labor.

Average Hourly Wage of Skilled, Unskilled Workers
In Texas Manufacturing, June 1976*

*A skilled worker in manufacturing earns 76% more than an unskilled worker. Data provided by Texas Employment Commission.

PART II

Conference Workshops

Workshop I

FUNDING VOCATIONAL, TECHNICAL, ADULT AND MANPOWER EDUCATION PROGRAMS IN TEXAS

Chairperson: Hon. Hamp Atkinson, State Representative, Texarkana

Co-Chairperson: Mr. James Whiteside, Member, State Board of Education, Lubbock

Reporter: Mr. Jack Page, Administrative Assistant to the Superintendent, Ysleta Public Schools, El Paso

Recorder: Mrs. Valeria Bieck, Secretary, ACTVE Staff, Austin

Presenters:

Mr. John Clemens, Senior Analyst, Legislative Budget Board, Austin

Mr. John Guemple, Assistant Deputy Commissioner for Administrative Services, Texas Education Agency, Austin

Dr. J. R. Jackson, President, Texas Community/Junior College Association, Lake Jackson

Mrs. Jerline Kennedy, Vocational Director, Dallas Public Schools, Dallas

Resource Panel:

Mr. Olan Rice, Vocational Director, Lubbock Public Schools, Lubbock

Mr. J. B. Whiteley, President, Houston Community College, Houston

Ms. Antoinette Daleo, Adult Education Director, Lockhart Public Schools, Lockhart

Mr. Bud Reed, Division Director, Industrial Development, Texas Industrial Commission, Austin

Presenters and Resource Panel Comments

A briefing was given on some of the Legislative Budget Board's responsibilities and activities. Under the public school finance legislation (H.B. 1126) passed by the Legislature in 1975, the LBB was charged with studying vocational education (at the secondary level) and making recommendations to the 1977 Legislature. Recommendations made by the LBB related to such areas as:

-- increasing the student enrollment standard for the reallocation of a vocational teacher unit from 20 to 24 students.

-- increase vocational teacher workloads by assigning one additional class per day as schedules and qualifications permit.

-- local school districts retain and use the state allocated $400 per vocational teacher unit (for supplies and materials) in vocational program areas that exceed $400 for supplies and materials.

-- area vocational school classrooms be used, when possible, for the teaching of regular (academic) classes.

-- state provided funds for use in the development of additional programs in agri-business, distributive, office, and trade & industrial education, and that funds be made available to cover equipment and travel costs associated with these new programs.

-- local school districts provide information by which the Texas Education Agency can evaluate the performance of voc-ed in terms of cost effectiveness, its relationship to jobs, meeting student needs, and job placement.

-- local school districts be allowed greater flexibility in developing and providing vocational programs based on the needs of their particular communities.

A briefing was given on junior college enrollment and expenditure growth, with some comparisons drawn between junior colleges and senior colleges and universities:

-- 47 percent of all students pursuing public higher education (post-high school) in 1975-76 were attending junior colleges; however, junior colleges received only about 17 to 18 percent of the funds appropriated for higher education.

-- total headcount enrollment in public junior colleges increased from 151,000 in the fall of 1971 to 278,000 in the fall of 1975. Texas junior colleges have experienced an enrollment growth of 424 percent since 1965.

-- In 1972-73, 24 percent of all contact hours in junior colleges were in vocational programs. In 1975-76, 41 percent of the contact hours were in vocational programs (a contact hour is a teacher having one student for one hour).

Participants were also briefed on occupational education in the Dallas Public Schools:

-- 283 voc-ed programs involving 20,285 students were offered in 1971-72. Just over 27 percent of the eligible students in the Dallas School District were in voc-ed. During the 1976-77 school year, 562 programs were in operation serving 40,168 or 63 percent of the students eligible for voc-ed.

-- Dallas has four magnet schools--business and management, transportation, health professions, and performing arts--with students coming from all over the district to each of these schools. Other magnet schools are soon to begin operation.

-- Both vocational and academic programs are benefitted by the Dallas Federation of Chamber of Commerce, formed in August 1976 to assist the district in its education programs. By January 1977, 144 schools had been adopted by business, civic organizations, churches, and individuals in Dallas.

-- More than $100,000 has been contributed by business to develop promotional materials and other types of materials that will assist Dallas citizens in

knowing about educational program offerings in Dallas.

-- Through the federation, 2,800 business people are involved in assisting young people in looking at career options; 250 business people are serving on advisory committees; and more than 3,500 training stations have been slotted for young people.

-- It was stressed that if voc-ed is to occupy a prominent place in the educational scheme, in any community, and if it is to meet the challenge of preparing students for life, commitment and involvement of the community are essential if much financial support for voc-ed is to be secured.

Among other comments voiced by presenters or resource panel members were:

-- State funds for capital outlay are needed for the construction and equipping of facilities.

-- Local school districts should and need to be involved in establishing priorities for funding vocational education.

-- Greater flexibility is needed, locally, in the development of programs to meet the emerging job opportunities of a community.

-- Academic as well as voc-ed programs should be held accountable.

-- Career education is not vocational education. Voc-ed is a part of career ed, but it is not all of career education.

-- If voc-ed facilities are not used every minute of the day or night for vocational instruction then vocational administrators are being derelict in their responsibilities.

-- More voc-ed needs to be delivered to more disadvantaged persons in the rural areas.

-- Thought should be given to the possibility of smaller school districts working together through cooperative agreements (pooling of resources and facilities) to deliver voc-ed services.

-- Industrial start-up training is vital to Texas, and efforts should be directed at ensuring that funds are provided to support this effort.

-- A question was asked as to what placement level (number of people completing a program and going to work in a field related to training) is vocational education considered cost effective?

-- Local communities should be allowed to determine priorities for the use of teachers in meeting local needs. A school district may find the need to use a teacher unit to teach 20 voc-ed students, or to teach 12 students.

-- Clear limits or criteria are needed in regard to assigning extra classes for vocational teachers, keeping in mind that many of the teacher's responsibilities extend beyond the classroom setting.

Comments and Questions by Audience

The question was asked as to the number of vocational units that would be lost by raising the number of students from 20-24 for the reallocation of a unit? The answer was that it is not the Legislative Budget Board's thought of voc-ed losing units by upping the minimum reallocation level. There would have to be special provisions for certain types of extraordinary situations in the smaller school districts.

Support should be continued for off-campus voc-ed programs delivered by post-secondary institutions and senior colleges as they fill a definite need. When facilities are available at an off-campus site, it's much easier to take a teacher to 25 students than it is to take 25 students to a teacher at the main campus.

Students who took voc-ed in high school and who go on to college instead of entering the labor force, should not be counted against the success of voc-ed because they didn't go directly to work.

Stronger and better communication and cooperation is needed between the schools and unions, especially in the recruitment of people for apprenticeship program training.

A concern was voiced that the state should finance adult education programs based on an average daily attendance (ADA) basis. It would open more doors for adults to receive instruction.

Texas educators need to set up a technical standard for programs because one school district is not putting out (quality of voc-ed graduates) what another school puts out. Certain uniform performance standards are needed so that employers will have a better idea as to what a voc-ed graduate can or cannot do.

Junior colleges should receive funding on a proportionate increase comparable to that provided to senior colleges and universities.

Unless additional monies for voc-ed are forthcoming, especially for facility construction and equipment, the State Board of Education's goal of every high school graduate having a saleable skill will not be realized.

Workshop Recommendations

Participants developed specific recommendations to be made at the final general session of the conference. Recommendations formulated were:

-- Local school districts should be permitted greater flexibility in the use of the $400 allocated per vocational unit by the State to cover the cost of instructional supplies. Some districts would like to transfer the money from one vocational unit to another, as the need arises, or to use the money for capitol improvements if it is not needed for supplies. It would take policy and legislative changes to create this flexibility.

-- The minimum enrollment requirement for the allocation of additional vocational education units should be investigated with the thought of lowering it.

-- The allocation of administrative personnel for a school district should not be taken out of the number of personnel units to be used for regular classroom teaching positions. (X number of admin. units should be allotted based

on district's size.)

-- The state should provide funds for use by local education institutions in the leasing of buildings or equipment when existing buildings or equipment are not enough to meet training needs. Flexibility should be allowed in the use of such funds.

-- State standards for vocational facilities should be reviewed with the thought of ensuring that local education agencies have greater flexibility in constructing and equipping facilities in accordance with the community's own particular needs.

-- Present method of funding secondary vocational programs should be changed, utilizing a "weighted personnel unit" system (.5 weighted unit formula). Also, ancillary personnel units should be bonus units.

-- Two million or more, in state monies, should be appropriated by the State Legislature for "Industrial Start-Up Training" programs, and greater flexibility should be permitted in the use of these funds.

-- An across the board evaluation of all vocational programs should be made to ensure that they are meeting the needs of individuals and the economy--to ensure they are cost effective. In determining cost effectiveness, be careful about putting a placement percentage to voc-ed (number completing programs and going to work in field related to training). Determine if the student is employable more than anything else.

Workshop 2

EDUCATION PROGRAM EFFECTIVENESS

Chairperson: Hon. Chet Brooks, State Senator, Pasadena

Co-Chairperson: Mr. W. H. Fetter, Vice-Chairperson, State Board of Education, LaMarque

Reporter: Mr. Robert McAbee, ACTVE Member, Fort Worth

Recorder: Mr. Elton Thomas, ACTVE Staff Member, Austin

Presenters:

Mr. Ben Teague, Program Administrator, Department of Occupational Education and Technology, Texas Education Agency, Austin

Mr. Harry Hubbard, President, Texas AFL-CIO, Austin

Mr. Howard Richie, Chief of Human Resources, Governor's Office, Austin

Mr. J. C. Reed, Vocational Director, Garland Public Schools, Garland

Mr. R. H. Huggins, Executive Development Administrator, General Dynamics, Fort Worth

Resource Panel:

Mr. Bill Ditto, Vice President for Vocational Technology, Houston Community College, Houston

Mr. Cadar Parr, Associate Commissioner, Department of Occupational Education and Technology, Texas Education Agency, Austin

Mr. Billy Reagan, General Superintendent, Houston Public Schools, Houston

Mr. Lee Gruhlkey, Director of Placement, Texas Employment Commission, Austin

Comments by Presenters and Resource Panel Members

Some discussion focused on the scope of vocational education in Texas and the manner in which voc-ed programs are evaluated.

About 943 of Texas' 1,200 school districts offer voc-ed programs to some extent. The larger districts have fairly comprehensive vocational programs; however, many of the smaller districts are not comprehensive due to a lack of facilities, financial resources, or too few students to justify the development of certain programs in each district.

Many small districts would like to send students to other districts or campuses for vocational instruction; however, state level financial support is needed to cover the

transportation cost. A state law provides for financial assistance to transport students to a facility designated as an "area vocational school;" however, no provision is made for transporting students to a facility that does not have such a designation.

Vocational evaluation activities haven't been pursued as vigorously by the Texas Education Agency as it would like, due to time and personnel limitations. Voc-ed is evaluated through a variety of means, such as on-site visits to local schools by TEA personnel; local district self-studies; formal research projects approved by TEA; five-year follow-up studies done by local schools on voc-ed graduates and leavers, with the results forwarded to TEA; and through activities of the Advisory Council for Technical-Vocational Education. Evaluation results have led to numerous voc-ed programs being redirected, discontinued, or upgraded.

A call for a voc-ed policy and for more voc-ed programs in high school was voiced by the labor representative.

Governor Briscoe's message to the Legislature in January 1977 should become a statewide policy for voc-ed. The message was "to change attitudes and develop the support necessary for vocational-technical education, including proven apprenticeship programs, we must become more and more accurate in our ability to assess the needs of individuals and the needs for tomorrow's economy."

Organized labor supports vocational education 100 percent in Texas, and feels that voc-ed should be expanded in high school. However, in developing co-op programs, caution should be given to avoiding situations where employers take advantage of high school students by placing them in menial dead-end jobs with no learning involved.

Labor people feel that high school voc-ed courses can be very useful in giving students more choices and a chance to explore the work world. The cluster concept is an excellent way for students to explore the many occupations within a particular field.

Emphasis was also placed on the fact that there is more to good voc-ed than pure job skills. Every worker needs to know the economic facts of life, how to be an intelligent consumer, and an informed voter.

While supporting voc-ed, organized labor also stresses that with high standards set by joint apprenticeship programs, which invariably lead to employment, union people find it hard to consider young people job ready after a few high school courses. It takes a lot of time and training to make an all around good worker.

The call for linkages between CETA (Comprehensive Employment Training Act) and vocational education, especially post-secondary voc-ed, was the focus of one presentation.

It was noted that both voc-ed and CETA have the same goal--to prepare people for the world of work.

Furthermore, both CETA and post-secondary voc-ed programs serve a clientele that, on the average, are young adults between the ages of 18 to 25. Both CETA and voc-ed share an additional feature, it was noted, in that the demand for skills is identical because they both serve the same economy. The real difference between CETA and post-secondary voc-ed is that CETA clients need economic or other assistance to participate in training.

It was felt that a single, integrated training program (CETA and voc-ed) could be developed to meet the needs of the community without distinction between the economic characteristics of the clientele served. If an area's vocational program meets the needs of the community, if it responds to the skill demands of industry, then it also meets the needs of the CETA program.

Unfortunately, the commonality between CETA and voc-ed are not adequately recognized. The tendency to isolate the disadvantaged into a separate group, and an over-emphasis on quantity rather than quality in programs, are among the characteristics of CETA that inhibit any integration of effort with voc-ed.

To link CETA and voc-ed programs more effectively, it was suggested that there should be a common recognition of industry skill needs and at least a coordinated approach as to the priority with which these needs are to be met. The needs of CETA should be specifically identified for the vocational planner and these needs should be carefully considered.

It was stressed that any decision to establish or continue separate programs for CETA clients should be made only after CETA and vocational education planners have explored the alternatives for using existing programs.

During Fiscal Year 1976, the skill training component of CETA amounted to over $25 million, including training stipends. If used prudently, this should buy quality training for a larger number of disadvantaged Texans, and eventually, reduce the total public training cost.

A presentation was given on voc-ed in the Garland Public Schools, with some comments directed at the voc-ed goals and objectives for the district and the manner in which programs are evaluated.

It was noted that the Garland School District has more than 3,000 of its 29,000 students enrolled in voc-ed. The district has 65 voc-ed units, up from 35 six years ago. Twelve additional units are planned for next fall, providing additional funding is available.

The district has 13 goals and objectives for voc-ed. Among these are: to provide appropriate voc-ed for all individuals; provide course offerings proportionate with the needs of the work community; provide job placement assistance to interested students; to continue to improve vocational guidance services; continue to improve a follow-up system for all voc-ed programs; to evaluate and hold voc-ed accountable in consultation with appropriate advisory committees; serve needs of handicapped; continue to provide adult and continuing education programs; and plan and implement new programs as need arises.

The district evaluates its voc-ed programs through student follow-ups, employer surveys, consultative team evaluations with Southern Association and TEA personnel, and cost analysis. Evaluation results are used in planning and improving programs.

An industry perspective of the role of education and the need for education and work ties was presented in this workshop.

It was noted that industry is the user of the educational product; therefore, it should be in a position to evaluate the quality of students coming out of the public schools.

Many jobs in this country are going overseas due to poor worker attitudes and performance levels. Our schools need to think about the importance of people being productive. The schools must also do a better job in instilling human relations skills in young people.

It was noted that the improvement of the education system is dependent on industry involvement. The use of industry people on advisory committees was mentioned. Preparing the future work force must be a joint effort between education and industry.

Other comments made by presenters and resource panel members include:

-- The involvement of industry in education, especially any continued participation by industry, hinges upon the willingness of educators to use the industry input and show them the fruits of their labor.

-- Organized labor should get involved with apprenticeship programs in traditionally "non apprenticeable" trade occupations, such as service occupations, radio and television repair, and auto mechanics. (Was noted that labor is making efforts to get a state level apprenticeship coordinator set-up to provide apprenticeship training in related fields other than the crafts.)

-- Voc-ed needs to come forth now and put a high priority on insisting that the early grades are spent more productively in the basic skills. Voc-ed cannot turn out the kind of product that it would like unless voc-ed has people entering the programs with strong basic skills.

-- The greatest problem with people getting into the unions' apprenticeship programs is the inability to pass the tests.

-- Unless voc-ed is able to package its product better, it will not break down the greatest barrier that exists today, and that is still the great adversion and great negative feeling toward voc-ed that runs throughout our entire population. Educators alone cannot break down the barrier. Parents will have to assume prime responsibility.

-- The greatest barrier to student interest in voc-ed in high school has been the guidance counselor. We have to get them down to realism.

-- A real indictment against the packaging of voc-ed to sell is that only 5 percent of students in area vocational schools come from other than their home schools. The magnet school concept approach might be the attractiveness that will open up voc-ed doors.

Comments from Audience

Labor laws are supposedly written to protect children. They keep young people from learning how to work and they protect the employer. Experience is the best teacher. We need to modify child labor laws so youngsters can obtain practical work experience.

A need exists to reexamine the procedures for selecting guidance counselors, and others, such as the homeroom teacher, who affect the selection of students who go into voc-ed. For too long, many top notch students have been turned away from voc-ed.

The evaluation of voc-ed programs should not be done through the use of numbers, charts, and graphs, but rather by what the graduate or leaver obtains from the program and by what industry gets.

Young people, before they leave school, should have a course in job interviewing and filling out job application forms. Also, all students should be required to take vocational education in order that they can do something when they get out of school.

In order to secure and retain competent people from industry to teach voc-ed programs, a higher starting wage for teachers is needed. The heart of the voc-ed program is the teacher.

Workshop Recommendations

At the final general session of the Governor's Conference, a report was given on this workshop. Among recommendations included in the report were:

-- Vocational education should be available to all people, in all areas, according to what their needs are, and according to employment opportunities available.

-- Any school, desiring to send students to another school for vocational training, should be reimbursed for travel expenses, even though the receiving school may not be designated as an area vocational school.

-- Better linkages need to be established between CETA (Comprehensive Employment Training Act) programs and vocational education.

-- In program planning, there should be a common acceptance and recognition of what industry skill needs really are, and at least a coordinated approach in developing priorities to meet those needs.

-- Career education learner outcomes should be infused into the curriculum of all vocational education programs.

-- Vocational education curriculum guides need to be upgraded.

-- Labor unions and public education need to work more closely together in the development of programs and in the training of individuals.

-- Tests or techniques need to be developed that will be more uniform and effective in evaluating the output of vocational courses.

-- Safety and employment laws should be reviewed with the thought of ensuring that young people have ample opportunities to learn how to work while in school.

-- Coordination is needed between secondary and post-secondary programs as well as high schools for the sharing of resources and facilities to meet needs that could not otherwise be met, except by sharing.

Workshop 3

A DELIVERY SYSTEM FOR VOCATIONAL EDUCATION IN TEXAS

Chairperson: Hon. W. E. Snelson, State Senator, Midland

Co-Chairperson: Dr. M. L. Brockette, Commissioner of Education, Texas Education Agency, Austin

Reporter: Mr. J. W. Hamby, ACTVE Member, Plainview

Recorder: Mr. John Cook, Audio/Visual Technician, Texas Education Agency, Austin

Presenters:

Dr. Marvin Robinson, Director, Business & Management Magnet School, Dallas Public Schools, Dallas

Mr. Joe Neely, Director, Program Planning & Development, Department of Occupational Education & Technology, TEA, Austin

Mr. Dexter Betts, Director of Program Development, Dallas Community College District, Dallas

Mr. Douglas Cook, Vocational Education Director, Hamlin Public Schools, Hamlin

Mr. Raymond Curtis, Superintendent, Weatherford Public Schools, Weatherford

Resource Panel:

Mrs. Marilynn Johanson, Homemaking Teacher, Stephenville Public Schools, Stephenville

Dr. Maurice Roney, President, Texas State Technical Institute, Waco.

Mr. Ray Meyer, Director, Executive Secretarial School, Dallas

Mr. C. A. Lemmons, Superintendent, La Grange Public Schools, La Grange

Presenters and Resource Panel Comments

A briefing was given on the Business and Management Magnet School in Dallas, which is one of four magnet schools developed jointly by the business community and the Dallas School District as a part of an education plan aimed at satisfying a school desegregation order.

About 1,500 students come from all over the school district to the business occupations related school, which like the other three magnets, is located downtown. The other schools are: an institute offering instruction in occupations related to the transportation field; a health careers center; and an arts magnet school.

It was noted that each student graduating from the business and management magnet, like the others, will have a saleable skill as well as the ability to go on to further education.

Ninth grade students attending the business related magnet spend time on a daily basis in the business community investigating indepth the multitude of occupations related to business and management. About 150 companies are working with the school in providing exploration experiences for students. The purpose of the exploration is to assist students in determining the occupational area in which they would like to develop skills.

At the 10th grade level, students zero in on the skills needed to go back into the business community. The 11th grade is spent working as a non-paid intern in the work community, and during the 12th grade, students work in a paid internship program.

The Business and Management Magnet School has a business advisory committee and also a parent advisory group.

A portion of this workshop focused on the definition of an area vocational school, which is:

-- a specialized high school used exclusively or principally for the provision of vocational education to persons who are available for study and preparation for entering the labor market; or

-- a department of a high school exclusively or principally used for the provision of vocational education in no less than 5 different occupational fields to persons who are available for study and preparation for entering the labor market; or

-- a technical or vocational school used exclusively or principally for providing vocational education to people who have completed or left high school and who are available for study and preparation for entering the labor market; or

-- the department or division of a junior/community college or university which provides vocational education in no less than 5 different occupational fields under the supervision of the State Board of Education leading to immediate employment but not necessarily leading to a baccalaureate degree.

Presently, about 110 secondary and 42 junior and senior college area vocational schools are placed around Texas where they are readily accessible to community areas.

It was noted that there has been no federal funds for area school construction since 1974. The growth of voc-ed is dependent upon facilities. Some kind of financial relief is needed to place area schools in more appropriate places.

A concern was voiced as to whether the money invested in area vocational schools was used effectively if only 5 percent of the students enrolled in area schools come from other school campuses. Scheduling conflicts, school loyalty, and transportation were cited as key problems limiting the number of students attending an area school from another school campus.

Several comments were made in this workshop as to what it will take to put voc-ed in a position to better serve the State's needs:

-- Help is needed in developing and conducting better voc-ed instruction.

-- Educational allotments are lopsided in relationship to the cost of instruction (i.e., number of dollars allotted to academic and vocational education in relation to program costs). It was felt that voc-ed is getting the short end of the financial stick.

-- Resources need to be pooled to extend or stretch the education dollar.

A briefing was given on the consortium of schools in Jones County, which is involved in a pilot vocational education project. The school districts involved are Stamford, Anson, Hamlin, and Lueders-Avoca.

None of the school districts have enough interested students to warrant the expansion of voc-ed programs within any one particular district; thus, the consortium was formed. Each of the districts exchange students for instruction. In the consortium, Hamlin offers building trades; Stamford has auto mechanics; and Anson offers vocational office education. Because each of the school districts offer agriculture and homemaking programs, no exchange of students is needed for instruction in these two areas.

The consortium was formed through the cooperation of the school superintendents, school boards, communities involved, and the Jones County Advisory Committee for Voc.-Ed. Each of the school districts is financing the program offered in their district.

Students travel to another school in the morning for three hours of instruction. They are back at their home schools in the afternoon for academics and extracurricular activities.

It was noted that the vocational education opportunities in Jones County have doubled as a result of the consortium. There has been no problem with transportation due to the closeness of the schools and also due to student interest.

A briefing was also given on the Area Vocational School at Weatherford, which is located in Parker County. The area school opened in 1971-72. A cooperative agreement was signed by the Aledo, Brock, Millsap, Peaster, Poolville, Springtown, and Weatherford school districts. A school board member from each of these districts serves on the Area School Advisory Board.

When the area school opened in 1971-72, 547 students attended it. During the past year, 683 students were enrolled. There are 39 students attending the area school from the surrounding school districts. There were 53 students from the outlying districts attending in 1974-75.

Of the school districts sending students to Weatherford, only one district is providing transportation to its students this year. Students from the other schools have to provide their own transportation. Not enough state support for transportation was the reason given for the students providing their own transportation.

It was noted that a school district cannot justify hiring a driver to transport only 4 or 5 students to the area school. A possible solution to the problem was suggested in the form of the state making transportation funds available to a school district reimbursable to the parents of students who must provide their own transportation.

The lack of ample transportation has hurt the number of students attending the area school. Another factor indicated as a reason for a reduction in the number of students attending the area school from the outlying districts is the manner in which education is funded as a result of actions by the Legislature in 1975. A school district cannot count a student in its Average Daily Attendance while the student is away at another school. Because the ADA is used in computing personnel units to be allocated to a district by the state, some districts are now more inclined to keep their students at the home school rather than send them to the area school.

Another problem cited with getting students interested in attending the area school is the lack of adequate guidance and counseling in the smaller school districts. The students are not aware of the voc-ed opportunities available to them.

Among other comments voiced by presenters or resource panel members were:

-- Research is needed to determine how contracts between secondary and post-secondary institutions can be better facilitated without conflicting with the extracurricular activities of students.

-- The number of people working in the Texas Education Agency's post-secondary voc-ed division needs to be increased in order to better handle the needs of post-secondary schools.

-- It is difficult for voc-ed to secure quality instructors from industry at the beginning teaching salaries now offered. Teacher salaries lag way behind industry salaries. Credit should be given industry work experience in determining the starting teaching salary of an individual coming from industry into the classroom.

-- In almost every instance of where a voc-ed program fails the student and community, it comes down to the teacher.

-- A look needs to be taken at the supply and demand picture in Texas and its impact on the decision makers. Until the general public decides to tell the Legislature that more money is needed in expanding and getting voc-ed to the people, voc-ed will never be expanded.

Comments by Audience

A concern was voiced that some area vocational schools do not seek enrollments from other schools, that some area schools strive to serve their own students first. Area schools should make efforts to attract students from other schools even if it means turning some of their own students away.

There were mixed feelings among participants regarding the granting of vocational credits for students. Some felt that a student should remain in the voc-ed program the entire year before any credit is given. Others felt that a student should be granted credit for each quarter spent in voc-ed. The chief concern voiced was that voc-ed programs are structured to last the entire school year, and the granting of credits to students who do not stay in the program the entire year will only detract from the overall quality of voc-ed.

A question was asked as to whether it would be more cost effective to invest funds in developing a central facility for instruction and bring the students to it, or to

invest the funds in developing programs in several school districts within a specific area which would cut down on the movement of students away from their home school? It was felt that it would be cost effective if this were done on a countywide basis with the taxpayers in each county supporting the concept. It was felt that because the public is already taxed to the limit, such a concept would be difficult to initiate in most counties.

Another concern voiced related to secondary schools sending students to a post-secondary school for voc-ed instruction (contracting). High school students must be taught by teachers that are certified to teach high school, and oftentimes, community college teachers are not certified to teach high school. Teachers do not have to be certified to teach at the college level.

Another problem secondary schools encounter in contracting with post-secondary schools is that post-secondary schools want to be paid for every secondary student that starts a program even if they don't complete the program. The secondary schools only receive contract funds from the state for the students that complete the program.

Among other comments made by participants in the audience were:

-- Perhaps the only way an area school will ever be effectively used is to require that it be managed or administered by all the schools within the area rather than administered by one school district.

-- If the minimum reallocation level for a voc-ed program is raised from 20 to 24 students, the number of students attending an area vocational school from other school districts will be reduced even more. Many school districts will have to keep students at their home school just to maintain their agriculture and homemaking programs.

-- Secondary and post-secondary schools, technical institutes, and senior colleges need to sit down together and develop a coordinated delivery system for voc-ed. Furthermore, the state needs to grant greater flexibility in the use of monies in order that funds could be transferred from one district to another as the need arises.

-- A need exists to identify the competencies a student is to learn in voc-ed regardless of where they are to be taught. Once this is done, then it should be determined at what levels they are to be taught.

-- Funds need to be directed at developing good solid voc-ed programs (not CVAE) at the 9th and 10th grade levels, if the school dropout problem is to be reduced.

-- Junior high school level voc-ed programs should focus on the cluster concept. Students will be in a better position to select programs in high school if this is done.

-- Before educational dollars are spent, need to look at the needs of industry. Many schools offer the courses that are popular among students because they are easier to fill and get funded. Little attention is given to industry needs.

-- Local school districts are also supposed to invest funds into a student's education. Some school superintendents and school boards are hung-up about investing money in voc-ed.

-- When voc-ed starts awarding scholarships that are equal to those given athletes, then voc-ed can better compete with extracurricular activities.

-- The number of students who actually secure employment in a field related to their training after they complete school should not be the sole measurement of a program's success.

Workshop Recommendations

Participants developed recommendations to be made at the final general session of the conference. Recommendations formulated were:

-- The area school concept should be expanded to better serve and reach more students.

-- The formula used to fund area vocational schools should be reviewed with the thought of eliminating any burdens that may be placed on an area school in the acceptance of students from another school.

-- Voc-ed instruction and equipment should be upgraded. Some equipment is old or obsolete.

-- The facilities now existing for voc-ed should be better utilized before thought is given to building new facilities. Better coordination of facility use is needed between the secondary and post-secondary levels and the community.

-- Better starting teaching salaries are needed if voc-ed is to succeed in obtaining and keeping competent instructors.

-- A statewide common data gathering facility is needed to determine job market needs and the types of programs required to meet those needs. Educators must coordinate their efforts with the Texas Employment Commission and other agencies and groups in gathering and disseminating information.

-- Voc-ed needs to move toward awarding credit based on competencies developed.

-- When the use of school transportation is not available or feasible for use in transporting students to and from another school for instruction, local schools should be allowed to reimburse vocational instructors or the parents of students when personal transportation is used.

Workshop 4

MAKING MEANINGFUL CAREER DECISIONS

Chairperson: Hon. Dan Kubiak, House of Representatives, Rockdale

Co-Chairperson: Dr. Kenneth Ashworth, Commissioner of Higher Education, Austin

Reporter: Mr. Joe Gunn, ACTVE Member, Austin

Recorder: Mr. Dan Urban, Audio/Visual Technician, Texas Education Agency, Austin

Presenters:

Mr. Walter Rambo, State Director, Career Education, Texas Education Agency, Austin

Dr. Henry Williams, Associate Professor of Education Management, University of Houston, Houston

Mr. Joe Tokash, Director, Vocational Guidance Services, Texas Education Agency, Austin

Resource Panel:

Mrs. G. Kent Rider, President, Texas Parent Teachers Association, Austin

Dr. Rita Bryant, Associate Professor, Texas Eastern University, Tyler

Mr. Dean Cherry, President, Texas Vocational Guidance Association, Baytown

Dr. Jim Clark, Director, Urban Education, Texas Education Agency, Austin

Presenters and Resource Panel Comments

Discussion in this workshop began with a focus on the career planning and decision making process of students.

It was stressed that there is a priority need among secondary students to be able to make better career decisions. To that end, concerted efforts are being made in the kindergarten through 12th grades to assist students in developing competencies in goal setting; in understanding the importance of the career planning process; and in making career decisions and career choices.

Several factors important to the career planning and decision making process were noted:

-- Students should be aware of their personal abilities, interests, and values.

-- Students must have as much information as possible about the variety of career opportunities and the present and projected condition of the job market.

-- Students must be aware of the importance of having alternative career and training choices.

A concern was voiced that an examination is needed of the kinds of information about jobs that are provided to students. The amount of money one can make in a job is not as important to many young people as the work setting and/or conditions.

Considerable attention in this workshop focused on career education--its definition, its role and scope.

It was noted that career education is the total effort of public education and the community to help all individuals become familiar with the values of a work oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

Career education has to do with preparation for work, but it involves more than just training for job skills. It should be experienced by all students, and it is the responsibility of other institutions as well as the school.

It was stressed that career education should help all young people have reason to want to work; to acquire the skills useful for work; to know how to obtain work opportunities; to enter the work world as a productive contributor; and to continue to grow in a productive and satisfying career.

Career education should become a part of the student's curriculum upon entering school, and it should relate reading, writing, and arithmetic to the varied ways in which adults live and earn a living. As students progress through school, the skills, knowledge, and attitudes necessary for work success should be stressed and placed into every subject for every student.

Emphasis was placed on the importance of career education increasing the relevance of school by focusing on the learner's perception of himself or herself as a worker.

It was noted that career education should encourage early tentative choices to give meaning and motivation to study and experience, but career education should also delay any permanent career choice until all of the facts are in about one's self and jobs.

Career education should ensure that students have saleable skills at any port of entry in the job market, yet career education should keep the door open for people to return to school for the upgrading of skills or for retraining.

It was stressed that career education has to have the involvement of all segments of the education community, academic as well as voc-ed.

A concern was voiced that a delivery system for career education has never been developed. Too many people are doing their own thing in career-ed with little or no communication and coordination. People are confused. We need to determine by what method career education is to be delivered, by whom it will be delivered, and how it will be delivered. Funds are needed to develop such a system.

Several comments were made about the Texas Parent Teachers Association's (PTA) involvement in career education. It was noted that career-ed is a school and

community effort, and the PTA is trying to bring broad based support to career-ed by first letting people know what it is, and secondly, by supporting it with funding.

It was noted that the PTA's support for career-ed is primarily from the state level. A survey last year showed that fewer than 1 percent of the PTAs across the state actually are involved in career education. Efforts are being made to secure a project grant in order to inform and train PTA leaders on how to become involved in career-ed.

It was noted that the community is a textbook for career education, and that the PTA can be a great resource.

A concern was voiced that most people presently used in the classroom as resource people in briefing students about different types of careers are working in highly professional fields, which is having an unfortunate impact on the types of careers students would like to pursue. It was also felt that most community resource people being asked to appear in the classroom are men which leaves the impression that it's a "man's world."

It was noted that an early awareness of the world of work starts with the parents. Parents should take the time to talk with their children about their own jobs as well as the jobs of their relatives and friends. Parents should let their children visit their place of employment, and also work with the schools in setting up various tours of jobs in the work community.

The PTA realizes that many parents think every child must go to college. The PTA would like to help erase the great priority on a college education.

Several comments were made in this workshop on efforts to further develop guidance and counseling services in the schools.

It was mentioned that 365 vocational counselors are presently working in the public schools. A letter has been sent from the Texas Education Agency to the more than 700 school districts that do not have a vocational counselor asking that a person be identified to receive information about careers and other materials that would be of benefit to students.

In an effort to better acquaint students with career opportunities in the work world, it was noted that 240 occupational orientation teachers are conducting occupational investigation and exploration classes for students in grades 7 through 9. There are also 38 placement coordinators in the public schools who are assisting vocational educators in finding jobs for students, and instilling employability skills in students that are necessary to holding a job.

It was noted that efforts are underway to develop a comprehensive guidance plan in Texas, of which vocational education would be a part. The comprehensive plan would involve academic, vocational, and special education counselors, manpower people, and a variety of other guidance resources available in the community.

A concern was voiced that the clerical and administrative chores required of a counselor greatly reduce the amount of time that a counselor spends working with students. It was felt that counselors, in some way, need to be relieved of their clerical chores.

Among other comments made by presenters and resource panel members were:

-- One of the reasons that people in the U.S. can change jobs with little or no retraining when compared to people in Europe is the large concentration of liberal or general education received through public education. Americans are more flexible.

-- Career and job information to be used by students has to be centralized at the state level, but disseminated on an individualized basis. In getting the information down to the individual, counselors and PTAs as well as posters and radio/television announcements must be used. Also, there needs to be a clearinghouse center so that students will have a place to turn for more information.

-- Efforts should not be made to match students and jobs on a one to one basis. No supply/demand system is likely to be developed that can predict future job openings in such an accurate manner that would enable a one to one matching. Inform students of trends and the implications of such trends in order that students can render intelligent and timely career decisions best tailored to their needs.

-- Career and training options for students should be maximized. Students should not be locked into a career or training program.

-- A multi-media approach to getting career information to students is good, but nothing can get information to students like a knowledgeable teacher who has day-to-day contact with students. A need exists to better acquaint teachers about the work world. Funds are needed to orient teachers at the preservice and inservice levels.

Comments by Audience

Labor and vocational educators need to work more closely together to alleviate any barriers which may hinder a smooth transition for students from voc-ed into apprenticeship programs. A concern was voiced that voc-ed and apprenticeship programs, instead of complimenting each other, are in competition with one another.

A concern was voiced that the employer needs to be more involved in the education process. It is the employer who ends up with the product of education; therefore, employers should have more input into what is taught in the schools. Employers should be contacted when career decision problems exist. They should be used as resource people.

A suggestion was made that a local resource person directory would be of great benefit to a teacher. Using the 15 career clusters identifed by the U. S. Office of Education, a teacher could develop a directory containing the names of people in the work community that could come into the classroom and talk about different career fields. It was noted that the Rotary Club in Corpus Christi developed such a directory for use by teachers and counselors in the Corpus Christi Public Schools.

In the gathering of current and projected manpower needs information to be used in guidance and counseling programs, it was suggested that state professional associations be contacted as many have information regarding manpower needs in their particular fields.

A suggestion was made that the State Board of Education should take the stand that it will not adopt any textbook unless the contents of the book point out the dignity of work and how the subject matter can be used in the work world.

Among other comments voiced by the audience were:

-- A need exists to get more minorities into guidance and counseling.

-- No matter how much counseling and career information is provided to students, most are not going to make ironclad career decisions before they get out of high school or even when they get out of high school; therefore, it is important that students have options open to them. Furthermore, it is an injustice to expect 70 or 80 percent of the students who take voc-ed to actually pursue careers related to their training. It doesn't happen in other areas of education, why should we expect it in voc-ed?

-- In preparing students for the world of work, it is extremely important to teach them employability skills (willingness to learn, dependability, promptness, productivity, ability to get along with others).

-- A problem in the public schools which has an impact on a student's performance in the work world is that students are taught that they can get by on doing only 60 percent of their classwork correctly. At one time, a student had to have a 75 percent average to pass a course. In most instances, a student now only has to have a 60 percent average to pass.

-- Over half if not three-fourths of the students in our schools come from broken homes; therefore, you have to go directly to the student with career information. The student has to make the decisions.

-- More co-op training programs are needed for students where they spend a half day in the work community, because it is in industry where real life experiences related to work occur.

-- Before students can make career decisions, they must first know how to go about making decisions.

-- There need to be alternative places in society to direct people who do not come to school to learn.

-- The schools need students so badly they have an open door policy. The "body count" generates the funds coming to the schools from the legislature. The pressure is on the faculty not to fail students because if the student leaves school the "body count" drops which in turn has an impact on the amount of funds the school receives. Performance standards for students have been lowered to ensure no one fails. The quality of education will continue to suffer until performance standards are raised.

-- Concerted efforts need to be made to ensure students experience success in their early educational experiences in order that students will not become frustrated or turned off to education.

-- In counselor preparation programs, about the only exposure prospective counselors have to the work world is a three hour course on occupational education

information. Counselors need additional exposure to the work world.

Workshop Recommendations

Participants developed specific recommendations to be made at the final general session of the conference. Recommendations developed were:

-- Counselors need more work experience to acquaint them with the world of work before counseling students.

-- There is a need to look at the academic as well as the vocational potential of students in considering the school curriculum. A look must be given at what grade levels the curriculum should be changed to better serve the non-college bound as well as college bound student.

-- A strong public policy on career education needs to be declared.

-- More hands-on training experiences for students are needed in the earlier grade; counseling should be with both the student and parent in the early grades; and the dignity of work should be instilled in students starting in the first grade.

-- Teachers and parents need to be taught about career awareness.

-- A state level endorsement is needed for the idea of counselors going into industry training programs during the summer.

-- More community input from business and industry is needed to assist students in the career decision process.

Workshop 5

ADULT EDUCATION AND SPECIAL SERVICES

Chairperson: Hon. Carlos Truan, State Senator, Corpus Christi

Co-Chairperson: Mr. James Binion, Member, State Board of Education, Abilene

Reporter: Mr. Marcos Vann, ACTVE Member, Fort Worth

Recorder: Ms. Gwen Hale, Administrative Technician, State Manpower Services Council, Austin

Presenters:

Mr. Bob Allen, Director of Adult Education, Texas Education Agency, Austin

Mr. Don Weston, Director of Special Education, Texas Education Agency, Austin

Ms. Elaine Shelton, Coordinator of Adult Performance Level High School Diploma Program, University of Texas, Austin

Mr. Robert Dalglish, Director of Adult Education, San Antonio College, San Antonio

Resource Panel:

Mr. Manuel Garza, Executive Director, Good Neighbor Commission, Austin

Mrs. June Preston, CVAE Project Facilitator, Region VIII Education Service Center, Mt. Pleasant

Mr. Berl Handcox, Executive Director, Governor's Personnel & Equal Employment Opportunities Office, Austin

Dr. Bob Marion, Assistant Professor, Department of Special Education, University of Texas, Austin

Ms. Bettie Davis, Career Education Coordinator, Texas School for the Deaf, Austin

Mrs. Warner Redus, Director of Special Education, Corsicana Public Schools, Corsicana

Comments by Presenters

Several comments were made in this workshop that related to the legislative mandates for adult education. It was noted that legislation directs the Texas Education Agency to make available, by working through school districts, junior colleges, and senior colleges and universities, a range of education and skill training that fit the needs of adults.

The Texas Education Agency has looked at the state's geography and identified the adult populations having special needs, and in turn has asked the school districts and colleges to form a cooperative effort to provide services. The actual services to be provided are determined locally.

Census data indicates that 52 percent of the adult population in Texas lacks a high school diploma. Twenty-four percent have less than 9 years of formal education, and 14 to 15 percent have no formal schooling.

Adult education programs are funded through a line item appropriation by the Legislature (a set amount of money is made available) based on projected needs. Using a formula, funds are divided up among the co-ops.

Presently, there is no certification for people to teach adult education programs in Texas. It was noted that 93 percent of the adult teachers work part-time, primarily in the evenings. Preservice training in the techniques of teaching adults is provided to new adult teachers, and periodic inservice training to keep teaching skills current is provided once an individual starts teaching.

One way of partially measuring a teacher's ability is the attrition rate among students participating in a program. Adults come into a program on their own motivation to learn. If the class attendance in a program drops below a certain point, the class has to be closed.

Efforts in adult education are switching from bringing many adults up to the traditional eighth grade level (scholastically) to teaching them "functional competencies" needed to successfully participate in the daily activities of living in and being a part of a community.

Examples of competencies important for day-to-day living are balancing a checkbook, interpreting accurately a wage earning statement, addressing a letter so that it will reach its destination, knowing the temperature of the human body, etc. Eventually, all Adult Basic Education programs in Texas will be converted from teaching adults to perform at the 8th grade level to teaching functional competencies.

The emphasis on functional competencies grew out of an Adult Performance Level Study by the University of Texas in 1975, which revealed that 20 percent of the adult population was functionally incompetent in that they lacked or were not proficient in the skills needed to succeed in everyday life. Fifty percent of the adult population, according to the study, was only marginally competent.

The Adult Performance Level Project (APL), housed at UT, has identified 65 competencies necessary for an adult to function effectively in everyday life. These competencies have been grouped into five areas: occupational knowledge, consumer economics, community resources, government & law, and health.

The APL Project has developed a Competency Based High School Diploma Program which is an alternative to both the conventional diploma presently earned after four years of high school, and also the GED. In the program, an individual can receive a high school diploma issued by a school district, but the diploma is based upon the mastering of functional competencies. The program is being pilot tested at nine sites across the state.

When an individual first enters the Competency Based High School Diploma Program, diagnostic and placement tests are given. Test scores determine which parts of the APL curriculum the student needs instruction in. Post-tests are given as a follow-up to instruction to certify that the competencies have been met and the student is proficient in the APL objectives. It was noted there are 39 generalized life skills which students must successfully complete, regardless of initial diagnostic and placement scores.

A main part of the external program is made up of the development of individualized competencies in one of three areas: occupational vocational for immediate entry into the job market; advanced academic for those wanting to go to college; and advanced specialized for people who want to develop skills that are not really classified as advanced academic or occupational vocational.

At the beginning of the second year of the external high school diploma program last fall, the attrition rate was only 12 percent. At the same time, the attrition rate in the GED programs was about 51 percent.

A briefing was given on the Adult and Continuing Education efforts of San Antonio College. It was noted that 20,000 people are enrolled in the adult and continuing education programs offered by the college. About 80 percent of these adults are in adult voc-ed programs, and another 20 percent are in programs such as GED.

It was noted that San Antonio has a huge population of illiterates, many of which function at the 4th to 5th grade reading level or below. There are 301,000 people living in the southwest quadrant of San Antonio, of which 74.6 percent lack a high school education. San Antonio has a tremendous pool of unskilled labor which has hindered efforts to attract industry to the city. Seven to 8 percent of the people in San Antonio are unemployed. Many others are self-employed who are earning far below a livable income.

It was noted that to attack the problems of illiteracy and unemployment in San Antonio, a 10-year system or plan of evaluation and education is needed. A concern was voiced that the state will financially support some programs for three years and then withdraw funding with the intention of letting the program be funded strictly through local resources. Local funds are not always there; thus, many meaningful programs sometimes die.

Efforts will soon be made to secure funds to develop the first year of a ten year program to attack the unskilled labor problem in San Antonio. Some of the programs under this effort will be directed at teaching computational and communicative skills related to basic entry level jobs and to upgrading and linking general education skills to college and technical-vocational programs. Efforts will also be directed at starting a beginning phase of an English as a Second Language (ESL) program.

Several comments made in this workshop were related to special education. It was noted the emphasis in special education is upon selection of the "least restrictive alternative" for a handicapped student--the selection of the right program for the right pupil at the right time.

In determining the least restrictive alternative, a handicapped pupil's strengths and weaknesses are assessed; areas in which a student's interests lie are identified; and then the student is placed in an appropriate educational program where learning can take place. It was noted that this selection process is in keeping with one of the State Board of Education's priorities, that of individualized instruction.

It was noted that a study done several years ago showed that 60 percent of school children in Texas that were eligible to be classified as handicapped were already in public school regular education programs (in with students that do not have handicaps). Participation in regular programs is called mainstreaming.

Several factors were mentioned that are considered important to the effective mainstreaming of handicapped students:

-- local school board and administration must be totally supportive of the concept;

-- all school personnel must be aware of the school district's efforts to find the right program for the right pupil at the right time;

-- parents must be knowledgeable and supportive of what is attempting to be achieved.

-- the appraising of a pupil's strengths, weaknesses, and areas of ability and interest must be carefully analyzed before the pupil can be expected to be placed in the correct program.

One of the biggest problems with integrating handicapped children into regular programs is the "problem of the unknown" (school personnel not knowledgeable of what to expect when working with handicapped students). It was noted that special education funds have been made available to train regular school personnel to work with handicapped students. Vocational educators are not expected to become special education teachers and special education teachers are not expected to become vocational educators. They are expected to become "facilitators."

Comments by Resource Panel and Audience

A comment was made that efforts should be directed at incorporating the APL objectives into the regular high school curriculum. It was noted that several school districts are looking into this at the present time.

A question was asked as to what is being done to implement adult bilingual education in Texas. It was noted that adult legislation allows bilingual education where it's appropriate to meeting the needs of adult students. About 14 percent of the adult students in Texas are receiving some type of bilingual instruction. About 34 percent of the adult teachers are Spanish surnamed, with the majority of these being bilingual; thus, few problems have been encountered in having sufficient people to provide bilingual instruction.

A concern was voiced that some well meaning Adult Basic Education programs have failed simply because not enough careful attention was given in the selection of instructors that are sensitive to the needs and characteristics of the adults in the program. It was noted that the selection of teachers takes place at the local level.

A concern was voiced that more concerted efforts need to be made at serving the vocational needs of handicapped students.

Efforts and funds need to be directed at identifying competencies needed by teachers at all levels of the teaching profession, with emphasis on competencies needed to teach adults. It was noted that positive results are being made in the preparation

of adult teachers through preservice and inservice training whereby proven adult teachers instill competencies in prospective adult teachers.

A concern was voiced that handicapped students can only remain in public school instruction until age 21, but instruction and help needs to extend to many handicapped persons beyond their 21st birthday. A suggestion was made that the age requirement needs to be changed at least to age 25.

Another concern voiced was that linkages need to be established between CETA (Comprehensive Employment and Training Act) and the public education institutions in an effort to better serve disadvantaged youths and adults.

A concern was voiced that many people think that handicapped means retarded or the inability to succeed mentally. It was noted that many handicapped students are extremely bright, and that more efforts need to be directed at helping students such as these excel in school.

The recruiting of students for programs was a concern voiced by one participant. It was stressed that people are not going to become involved in programs if they are not aware of what is available to them. As educators, we have a responsibility to keep the public aware of program opportunities.

A comment was made that the real key to the success of a program is the people (teachers, administrators, etc.) involved in the program really being sold on what they are doing.

Workshop Report

The following are comments made by the workshop reporter at the final general session of the Governor's Conference.

-- Over 90,000 migrant families in Texas need educational programs for both adults and youth. The traditional education setting is not meeting their needs; thus, some alternative ways of providing educational services are needed.

-- A concerted effort needs to be made to identify, motivate, and retain special needs and adult students in educational programs.

-- There is a need to establish guidelines, milestones, and a way of evaluating the progress that is being made in serving persons with special needs.

-- The pilot status of the Adult Performance Level Competency Based High School Diploma Program should be removed with the thought of going statewide with the program. Also, a study should be made to determine the feasibility of applying the APL philosophy at all levels of education, including higher education.

-- Incentives are needed from the state level to encourage local school systems to implement programs to serve adults and special needs groups.

-- A review needs to be made of present efforts being made to serve the gifted and talented handicapped students with the thought of intensifying efforts.

-- The needs of deaf students should be given greater attention in the development of educational curriculum materials.

-- Greater efforts need to be made to ensure that all funds earmarked or designated for adult and special needs programs are fully utilized.

Workshop 6

INFORMATION AND DATA SYSTEMS AND THEIR ROLE IN THE PLANNING AND MANAGING OF EDUCATION EXPERIENCES

Chairperson: Hon. Tom Massey, State Representative, San Angelo

Co-Chairpersons: Mr. Nolan Ward, Chairman, Texas Employment Commission, Austin

Mr. Ernie Tullis, Administrator, Texas Employment Commission, Austin

Reporter: Dr. James L. Boone, Jr., Member, ACTVE, College Station

Recorder: Mr. Morris Winn, Planner, Governor's Office of Budget & Planning, Austin

Presenters:

Mr. John Cobb, Director, Post-Secondary Educational Planning, Coordinating Board, Texas College and University System, Austin

Mr. Eric Moody, Project Coordinator, Supply/Demand Information System of Texas, Austin

Mr. Harry Siepel, Manager, Personnel and Training, Brown & Root, Inc., Houston

Mr. Robert Hafernik, Vocational Director, San Antonio Public Schools, San Antonio

Resource Panel:

Mr. A. L. Pollard, Dean of Technical Education, McLennan Community College, Waco

Ms. Toni Hall, Chief Consultant, Texas Student Information System, Texas Education Agency, Austin

Dr. Kay Kienast, Vocational Planning & Evaluation Information System Project Facilitator, Educ. Personnel Development, Consortium D, Dallas

Comments by Presenters

A progress report was given on the development of the Texas Post-Secondary Educational Supply/Demand Information System, which will permit students to make better choices about careers and educational programs.

This system, which will be applicable to both vocational-technical and academic programs, is being developed by the 1202 Commission Advisory Committee.[1]

Major activities proposed for the Texas 1202 Commission Advisory Committee in the development of this system consists of:

-- data collection to include the supply of trained graduates from post-secondary programs and the projected occupational needs (demand).

-- a methodology to compare supply/demand data and produce an output which provides trends relative to balance or imbalance in various program areas.

-- a dissemination system to make this output available to counselors, administrators, and all other interested individuals.

-- a student information system to determine student plans and employment patterns.

Another activity that the 1202 Commission Advisory Committee will be concerned with is the development of a formal mechanism for coordinating the collection, analysis, and dissemination of information, and for identifying and recommending solutions to common problems regarding post-secondary education. The Commission will also be concerned with a long-range plan, with goals and objectives, for the effective use of all elements of post-secondary education.

One of the chief concerns of the 1202 Commission will be to make maximum use of data that is already available. The Commission is working with such agencies as the Texas Education Agency, the Texas Employment Commission, and others to ensure the maximum use of available data.

The tentative timetable for the system calls for:

-- by the spring, 1977, to disseminate preliminary information based on the consolidation of data which is already available.

-- by the spring, 1978, to have in operation a pilot supply and demand system with dissemination of information produced by this limited system.

-- by the spring, 1979, to implement a comprehensive supply and demand career information system.

It was noted that students will be in a much better position to make decisions about their educational plans after high school if information on job opportunities is available, and the facts are well known regarding those fields where an overproduction of graduates is taking place. It was felt that the marketplace for jobs and graduates will work better if this information is available.

It was also noted that when students stop enrolling in certain fields which appear to be overcrowded (in terms of jobs available), then appropriate adjustments will be made in programs by the colleges and universities.

A briefing was also given on another project--a Supply/Demand Information System for Vocational Education in Texas.

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[1]*Section 1202 of the Higher Education Amendments of 1972 authorizes each state to designate an agency to be responsible for the overall improvement of comprehensive post-secondary educational planning. Governor Briscoe designated the Coordinating Board, Texas College and University System, as the 1202 Commission. A committee was in turn formed to advise the Commission.*

Development of the system began in 1972 with the formation of a Tri-Agency Task Force--Texas Education Agency, Texas Employment Commission, and the Governor's Office of Information Services.

The development of such a system stemmed from recommendations of the Advisory Council for Technical-Vocational Education in Texas. The ACTVE, in calling for the system, noted that the critical need for a statewide supply/demand information system emerges in every situation concerned with the planning and management of human resources.

The Supply/Demand Information System for Vocational Education consists of six subsystems:

1. Supply - Information on education courses and programs from TEA and the Coordinating Board with input from the Employment Security Automated Reporting System from the TEC.

2. Demand - Data on occupations by industry and geographic location.

3. Tables Directory - Cross reference tables to link certain coding structures necessary to reporting supply/demand information.

4. Match - Bringing together current and projected data as preprocessed within the supply and demand subsystems.

5. Distribution - Automated method of maintaining a master mailing list file and to print mailing labels from all or any part of master list.

6. Evaluation - Automated way to categorize the replies received concerning the publication of supply/demand report.

The vocational education supply/demand system has never been fully implemented, although some actions have been taken. For example, in 1974, TEC initiated an Occupational Employment Statistic Data Survey whereby data is collected by occupation. In 1975, TEA began using optical scan forms to gather vocational enrollment data at the secondary level, thereby speeding up the process by which enrollment data by programs can be made available.

It was noted that TEC presently publishes supply/demand information for seven Standard Metropolitan Statistical Areas (Austin, San Antonio, Dallas, Houston, El Paso, Corpus Christi, and Beaumont/Port Arthur/Orange). The supply information contained in these SMSA publications is based on those individuals available for work.

Funding for the development of the voc-ed supply/demand system ran out in December 1976. A decision was made that the processes developed by the project up to the time funding ended will be used through the Texas Education Agency.

A briefing was given on some of the training and data and information gathering activities of Brown & Root, Inc.

It was noted that the size and number of employees in a company dictate the type of information system to be used and the sophistication the system will assume.

Brown & Root has about 65,000 employees. About 10,000 employees are trained annually in a formal training environment (classroom/teacher), and another 12,000 are trained annually in shorter orientation and certification programs.

It was noted that in a company that provides services, such as Brown & Root, the accounting of human resources is critical. Brown & Root's reputation for quality and consistency of a high standard is directly related to the skill and proper placement of all employees. This requires data and information systems that can accurately identify each individual employee and give an accurate profile of employee's education, work experience, job assignments, special skills, certification, and availability.

It was mentioned that the senior managers at Brown & Root have a cathode ray tube (computer/television like terminal) on their desk whereby they can call up data relevant to each employee's job training, personal file, worker's compensation, accident information, and other vital statistics.

In addition to keeping a variety of statistics and information on each of its employees, Brown & Root must also keep information, much like other businesses, on equipment, payroll, accounts payable and receivable, etc.

It was noted that manpower planning and development requires that management project long range as well as short range needs to determine when additional manpower is required. It is difficult to anticipate. Projections can be made, but one never knows when a client might walk in tomorrow and want a billion dollar project built. Thus, for Brown & Root, the accounting of human resources is critical.

It was mentioned that a data and information system must be flexible enough to constantly keep up with the demands placed upon it. Although data systems are important, they should never take priority over the individual. Data systems should be kept simple as they are only as good as the person called on to use it.

It was noted that data systems vary from one industry to the next; thus, resulting in some language and communicating problems among industries.

A comment was made that the best vehicle that vocational education has today for determining the requirements of the work place is the advisory committee. In the sharing of information, the best thing that employers can do for the schools is to share information regarding the future demand for employees. It's difficult for the schools to develop programs without some feel for the demand.

The identification of job tasks is another function that an advisory committee can perform for the schools. Training must be built on job tasks. Job tasks should be related to the local area because they will vary somewhat from one area of the state to another.

A school official's perspective was presented regarding data and information. It was stressed that a local data system is needed that will provide up to the minute information. To manually secure and tabulate information on enrollments and other factors, especially in large school districts with many programs, takes an immense amount of time. By the time information is gathered, it is usually no longer of immediate importance.

The types of information needed by a school at the local level includes number of courses offered in a school district; enrollments in various courses and schools; personal data on students (sex, grade level, age, etc.).

A concern was voiced that the Texas Education Agency requires local school districts to complete TEA enrollment and student follow-up forms, and return them to TEA, but

that TEA never shares this information with the school district after it has been tabulated. Thus, the school district has to gather the same information for its own use. (TEA forms are usually completed by each teacher and returned directly to TEA.)

It was noted that some Education Service Centers are working with local school districts in writing computer programs to gather enrollment and follow-up information. The ESC computer in turn is used.

A feeling was voiced that it would be good, on a statewide basis, for school districts to provide enrollment, follow-up, and other types of information directly to an ESC. The ESC could then tabulate the information--giving a copy to the school district and a copy to TEA.

Comments by Resource Panel and Audience

When it comes down to helping students find jobs, or in training students for the right jobs, local and area data, not state level data, is really what is needed. State level data is good for comparing with the local level. It was noted that new voc-ed programs are not started by a school without first conducting an occupational survey of the community. Data from the Texas Employment Commission is good to back up the local data.

It was noted that inservice training for the users of information is a very necessary component of any data system.

Manpower data is an important component of any information system, but there are other components that are also extremely important, such as a student follow-up component. Participants were briefed on the Texas Student Information System (Tex-SIS), funded by the Texas Education Agency. Tex-SIS, built around an education management information system, has seven sub-systems involving 14 questionnaires, three manuals, and a set of data processing programs which were developed by Project Follow-up, the forerunner of Tex-SIS. The seven subsystems are: student education interest, student withdrawal, non-returning students; graduates; employers, adult and continuing education; and state follow-up reporting.

Present efforts with Tex-SIS are concentrated on the implementation of the graduate, non-return, and adult preparatory follow-up systems. Tex-SIS is related to the post-secondary level.

A lot of data systems are in existence. Coordination must be achieved between the many systems in operation or being planned.

A variety of other comments were made in this workshop regarding the importance of having data and information systems; the need to practice school dropout prevention; a call for the implementation of career education concepts to bring relevancy and meaning to one's education; and a variety of suggestions were made as to what and who should be included in data systems. Comments that have been made in this summary and the recommendations to follow highlight or include many of the concerns voiced.

Workshop Recommendations

At the final general session of the Governor's Conference, a report was given on this workshop. Among the comments or recommendations made were:

-- Several information elements are essential to a supply/demand information system: short and long range job opportunities; the supply of manpower; student follow-ups; ethnic make-up of programs and labor force; cost benefits of education and training; student enrollments by specific courses; student needs and interests; educational facilities available and needed; and an evaluation system for programs.

-- A high degree of coordination must be achieved in the design and implementation of a supply/demand information system. A unified approach involving all elements of the population is needed.

-- The involvement of several agencies and groups in the designing and implementation of a supply/demand data system is important: State Board of Education; Coordinating Board; Texas Employment Commission; Bureau of Labor Statistics; State Manpower Services Council; local school personnel; employer groups; parents; students; State Occupational Information Coordinating Commission; vocational rehabilitation agencies; proprietary schools; and employer training directors.

-- In the development of a supply/demand system, Texas should take into consideration the systems in operation in other states.

-- An inservice training program would be needed to assist the users of a supply/demand system so that the system could be used more effectively.

-- Information used in a supply/demand system should be delivered in at least three formats: local use, statewide use, and nationwide use.

-- Great importance should be placed on the localized use of data in a supply/demand system. For example, the teacher supply on a statewide basis may not be representative of the teacher supply/demand situation in some local communities or areas.

Workshop 7
PARENTHOOD EDUCATION

Chairperson: Hon. Wilhelmina Delco, State Representative, Austin

Co-Chairperson: Mrs. Jane Wells, Member, State Board of Education, Austin

Reporter: Mrs. Dorothy Robinson, ACTVE Chairperson, Palestine

Recorder: Mrs. Angie Grace, ACTVE Staff Member, Austin

Presenters:

Dr. David Williams, Director of Early Childhood Development, Southwest Educational Development Laboratory, Austin

Mrs. Jean Barton, Consultant, Homemaking Education, Texas Education Agency, Austin

Mrs. Jeanette Watson, Director, Office of Childhood Development, Texas Department of Community Affairs, Austin

Dr. Bettie Herring, Program Director, Vocational Homemaking Education, Fort Worth Public Schools, Fort Worth

Resource Panel:

Mr. Vernon McGee, Former ACTVE Chairman, Austin

Miss Jo Marie Phillips, Consultant, Homemaking Education, Texas Education Agency, Austin

Ms. LaRue Allison, Supervisor, Homemaking Education, Austin Public Schools, Austin

Comments by Presenters

A briefing was given on the Texas Department of Community Affairs Early Childhood Development Division. TDCA works through local units of government in the "community identification" of children's needs, birth through six years of age.

Parenthood education was defined by the TDCA spokesman as the offering of supplementary knowledge and skills to parents or potential parents to help them better understand how they themselves can guide their children's development socially, emotionally, physically, and intellectually.

It was noted that TDCA recently funded three demonstration programs in parenthood education in three rural counties (Lamar, San Patricio, and Falls). The objective of the programs is to show a community how it can assess its own parenting needs, identify existing resources, and then come up with a very effective and relatively low cost program to meet the community's needs.

The ingenuity of communities is remarkable, says the TDCA. In El Paso, for example, the YWCA cooperates with 20 small community agencies to equip day care workers with

parenting skills. The YWCA also trains volunteers in different neighborhoods around El Paso to work with parents. A mobile van equipped with a classroom is used.

It was noted that the TDCA, the Texas Department of Public Welfare, and the Texas Education Agency, have funded the development of a series of television courses. Being developed are 12 30-minute video tapes in parenting. The courses will be aimed at the junior high school level because many students drop out of school between the 7th and 8th grades.

It was stressed that the number of babies born to teenagers, 15-19 years old, increased 13.4 percent between 1960-74. The number of babies born to teenagers under 15 has more than doubled.

The TDCA is also involved in another parenthood education program, entitled "Pia the Texas Pelican." It involves a series of pamphlets being mailed to 150,000 first time parents across the state.

It was noted that the goal of parenthood education programs should be informed and caring parents who guide their child in achieving full and productive lives.

A briefing was given in this workshop on the Southwest Educational Development Laboratory, located in Austin. The lab is involved in 10-12 different programs, one of which is early childhood development. The major focus is parenthood education.

It was noted that parenting can be described as what is, what happens, and what results with respect to parents, children, and the family structure. The responsibility of parenting never ends.

Emphasis was placed on the point that in childhood, children cannot progress any further than the people under whose influence they live. Parenthood and all of the responsibilities it involves plays a profound role in helping children grow and mature.

The lab has undertaken a 3-strategy approach to help in the retooling and updating of parents knowledge and skills. Three key words which underlie the approach are information, training, and awareness.

The Center, using the 3-strategy approach, has developed a Parenting Materials Information Center; Multi-Media Training Packages for Parents, and Public Service Announcements. The PSA's, for television, raise an issue with respect to parenting, while indicating that additional information can be obtained from the lab. People who write in for more information are sent a booklet related to the issue or topic addressed in the PSA.

It was noted that a need exists to get a feel for the "support systems" necessary to ensure the success of the family.

A briefing was given on vocational homemaking education in the Fort Worth Independent School District. It was noted that the name of parenthood education in the Fort Worth ISD is homemaking education.

Vocational homemaking in the FWISD begins in the sixth grade and continues through the adult education level. Exploratory programs, with emphasis on self-understanding and self-development, are the focus of homemaking programs in grades 6-8.

Consumer and homemaking programs (C&H) are offered in grades 9-12; pre-employment laboratory programs are offered in grades 10-12; and co-op (work a half day) programs are offered in grades 11-12.

It was noted that C & H programs in grades 9-12 continue to stress self-understanding, but they also begin to emphasize mate selection which begins with dating. Mate selection is one of the primary functions of parenthood education. The C & H programs cover such areas as: genetic conditions that create healthy babies; relationships; how to care for children; prenatal and postnatal care; housing; nutrition; clothing; and environment.

Fort Worth ISD has a pre-employment laboratory child development center whereby students work with 3-4 year olds four days a week. The students spend about 40 minutes every day learning how to plan activities and learning experiences for young children.

It was mentioned that the co-op students are paid to work at least 15 hours per week in a home economics related occupation. Many of the students work in child development centers or in centers which care for young children.

In the area of adult education, programs are offered by the school district that are aimed at helping adults learn how to be better parents.

It was noted that the school district has a program for the pregnant students. The program has two components. The teacher works a half day with expectant mothers who plan to keep their children, and the other half day with pregnant girls who will give up their children.

The goal in the Fort Worth School District is to prepare students, youth and adults, for the multiple roles they will have as a homemaker, parent, and wage earner.

A briefing was given in this workshop on the Texas Education Agency's involvement in parenthood education. It was mentioned that TEA has an agency-wide Task Force on child abuse prevention and intervention to identify what is currently being done through various programs and projects which contribute to preparation for responsible parenthood.

It was noted that parenting is specifically related to the role of being a parent, whether good or bad, and the function of childbearing.

Parent education is a planned effort to improve the skills and knowledge of those who are parents in order that they can better assume and manage the everyday responsibilities and obligations for their children.

Parental involvement denotes that parents are involved in making recommendations, planning, and/or participating in programs, educational experiences, and activities for their children.

The TEA Task Force has concluded that parenting, parent education, and parental involvement are components of the much broader program of education for parenthood.

Education for parenthood includes those components of the curriculum which prepare individuals to assume the role and responsibilities of parents, of child bearing, and for the improvement of individual family life. It is a planned, comprehensive, and sequentially developed program to which many areas of instruction contribute.

It was noted that the Task Force has identified a variety of major basic concepts to be included in parenthood education. These concepts range from knowledge of one's personal growth and development; to preparation for a successful marriage and family structure (infant and child care, protection and guidance, child growth and development).

It was stressed that the State Board of Education recognizes that education for parenthood is an integral and distinguishable entity in vocational homemaking, and that homemaking is a delivery vehicle for parenthood education in local school districts.

Changes have been made in vocational homemaking in recent years to give greater attention to consumer education; home management; nutrition; family relations; and child development.

During the 1975-76 school year, 219,018 persons were enrolled in vocational homemaking programs statewide, of which the male enrollment was 20 percent. The national average of males enrolled in homemaking is 3 percent.

Resource Panel and Audience Comments

Poor child care on the part of parents, before and after the child is born, results in many youngsters needing special education services when they enter school. An example was given of an "emotionally disturbed" child.

Parenthood education should not be viewed as offering people extra information or alternatives. It has to be an integral part of the development of each person.

Problems of parenting are not simple. They are complex and represent a multiplicity of interacting factors.

Legal stipulations as to the quota system faced by employers in hiring females affects parenting.

A comment was made that neither homemaking education, nor any other subject area presently offered in the public schools of Texas, are meeting the present need for parenthood education. The framework exists in the public schools, but coordination and communication between disciplines is needed.

A suggestion was made that parenthood education should be provided as early as the middle grades, and possibly beginning as early as kindergarten.

Sex education is often confused with parent education.

A concern was voiced that mate selection, which affects parenting, becomes a problem as one views the negative ratio of males to females.

Divorces, employment, illegitimate births, adoptions, and abortions are all factors influencing parenting.

A comment was made that differences in culture affect parenting. The age of children and their individual differences also affect parenting.

One concern voiced is that the involvement of parents in the actual process of educating parents is often limited.

A question asked was "how much responsibility should the school take in providing parenthood education?"

A concern was voiced that people are becoming parents without that feeling of responsibility, perhaps, because of an inconsistency in education. It was felt that the emphasis in education is on attempting to instruct, guide, and develop contemporary children with traditional methods. Education is not keeping pace with changes in society.

A comment was made that legislation is pending to improve parenthood education in the public schools through several pilot projects.

A study 20 years ago revealed that students expressed a definite desire to study in school about improving parenthood and developing happier marriages and homes.

Another concern voiced was that many people with the greatest needs are not taking advantage of the services that are available. Greater public awareness of services available is needed.

Workshop Recommendations

At the final general session of the Governor's Conference, a report was given on this workshop, which contained several recommendations:

-- Trained vocational homemaking teachers should be fully used and made visible in terms of teaching parenting concepts to young people and adults.

-- The parenting concept should be taught in bilingual communities or settings as well as in other "special community" groups such as the handicapped or disadvantaged on a level which is understood and accepted by the group.

-- The community, as a whole, must play an important role in educating for parenting by using organizations for training and using peers for those that are not in a school setting. An accurate needs assessment should be made of the target group(s) to be served.

-- Special help should be provided for parents of alcoholic or drug addicted children.

-- The delivery system for providing parenthood education services should be refined.

-- Public relations techniques should be enhanced to the point that parents who need services will know of the help and materials available and will feel comfortable in seeking them. Advantage should be taken of the current resources available.

-- Course descriptions should convey the inclusion of parenting concepts so when a student enrolls in homemaking, there will be no doubts about what is to be taught.

-- Title IX should be implemented at the local level to help eliminate sex-stereotyping, especially in homemaking programs. Local schools should provide creative descriptions of parenting courses in homemaking to make them more appealing to all students.

-- Teachers who prepare teachers need to be made more aware of the contemporary society.

-- A study be given to the advisability of changing the term of homemaking to a term more acceptable to males.

-- All persons interested in parenthood education should continue to use and stress good human relations.

-- A climate should exist in parenthood education where people will feel like they can admit that they don't know how to be a good parent.

Workshop 8

EFFECTIVE UTILIZATION OF ADVISORY COMMITTEES AT ALL LEVELS

Chairperson: Hon. Oscar Mauzy, State Senator, Dallas

Co-Chairperson: Mr. R. Paul Teague, Member, Coordinating Board, Texas College and University System, Texas City

Reporter: Dr. Milton Schiller, ACTVE Member, Waco

Recorder: Mr. Will Reece, ACTVE Staff Member, Austin

Presenters:

Mr. Jack Slagle, Chairperson, Houston Independent School District Vocational Advisory Committee, Houston

Mr. Rene Martinez, Executive Director, Dallas Chamber of Commerce Career Education Advisory Board, Dallas

Mr. D. E. Talley, Manager, Quality & Training, Dow Chemical USA, Houston

Dr. Bill Grusy, State Director, Post-Secondary Vocational-Technical Education, Texas Education Agency, Austin

Resource Panel:

Ms. Jean Nipper, Career Information Specialist, Austin Independent School District, Austin

Dr. Walter Kerr, Member, National Advisory Council on Vocational Education, Tyler

Ms. Margie Riley, Home Economics Cooperative Education Coordinator, Dallas Independent School District, Dallas

Presenters and Resource Panel Comments

Considerable attention was directed in this workshop at the qualities essential to a successful advisory committee, and factors which impede the successful use of advisory committees.

Among qualities considered essential to a successful advisory committee are:

-- an educational community activity which seeks to determine the needs of its customers.

-- a board of education and school administration willing to take the initiative and invite business and industry to form with them an advisory committee.

-- concerned people from business and industry who are willing to work on an advisory committee and advise on course content, techniques, etc., and to become involved.

-- free open discussion about mutual problems without finger pointing or rationalization. A dialogue.

-- the need to focus on the individual student in the world of work, and not on certificates, programs, and classroom headcounts. The student must have an opportunity to learn useful, usable skills.

It was noted that the most effective advisory committees are those in which a strong bond of respect exists among the members of each other's characteristics and abilities, as well as a general understanding and acceptance of committee objectives, a desire to accomplish them, and a feeling of teamwork. Such a climate helps to produce:

-- an appreciation of the problems of the school and a desire to be of assistance.

-- suggestions for the solution of specific problems.

-- the improvement of solutions through discussion.

-- a critical, yet fair, examination of ideas presented by the school.

-- a willingness to assist in the implementation of recommendations.

-- encouragement and public support of the school program and personnel.

Among factors which impede the successful use of advisory committees are:

-- unwilling school administrators or teachers who enter into relationship for political reasons or because the boss says so.

-- advisory committee members who see service as self-serving, "get what I want."

-- too much telling by advisors and too little listening and observing.

-- tendency to become too specific in curricula materials, course outlines and teaching methods on the part of advisors.

-- trying to tailor teaching to the needs or standards of one industry or company.

-- the lack of common involvement and interest in success. Both the schools and industry must be active.

-- when a school district asks for help expecting passive, instead of active, participation on the part of business and industry.

It was noted that optimum benefits may be derived from the use of advisory committees only when the committees are organized on a sound basis. When selecting members, it is important to keep in mind the purposes to be served, the assistance needed and what is to be accomplished. It was stressed that the qualifications for committee members should include: good character and integrity, unselfishness and a willingness to work, leadership (above average intelligence and vision), courage to express ideas, and enthusiasm.

Other comments made that relate to the organization and operation of an advisory committee include:

-- committee should be large enough to be fairly representative of the community but not so large and cumbersome that decisions and participation are hampered.

-- committee should establish goals and objectives that are reasonable but challenging. These goals should be measurable so that progress can be identified at significant mileposts.

-- meeting dates should be adequately spaced to accomplish the tasks.

-- in order to get the most identifiable results, the committee meetings must be planned.

Among some of the functions and concepts of an advisory committee are: course planning; shop planning; the placement of students; program evaluation; and financial support for equipment; tools; and materials.

Advisory committees can prove of immense value to the schools by providing assistance in establishing program and student admission standards, in securing competent teachers, in recruiting students for programs, influencing legislation and/or bond issues, and in publicizing programs.

It is important to remember that an advisory committee is to "advise" and not to administer, or to interfere with the prerogatives of a board of education or school administration.

Participants in this workshop were given examples of the successful school and community relationships in Houston and Dallas, and the many benefits that both the community and schools have reaped.

Business and industry and the Houston Independent School District joined hands in 1975 to review HISD's vocational and technical programs. About 150 business and industry people were involved. The evaluation resulted in numerous changes taking place in the district.

A deep understanding resulted on the part of the evaluators of the problems, efforts, and successes of HISD. Business and industry came away from the endeavor with a knowledge that they had been heard, and action followed. They know that their efforts will result in better prepared human resources being graduated from HISD.

HISD has found the evaluation of great benefit for the long range construction and rebuilding of the Houston schools.

The support of the community for HISD was seen a year later in the passage of a $297 million bond issue for use during the next 17 years.

The business/education partnership between the Dallas community and the Dallas ISD has flourished for years, but the most recent success story is the joining of hands to implement a magnet school concept (students coming from all over the district to a central location for instruction in a particular field), as an answer to a school desegregation order.

The district has four magnet schools--a transportation institute, business and management center, a health careers center, and an arts magnet school. Additional magnet schools are being planned.

Not only has the community assisted in setting up the magnet schools, through task force committees, but the community has assisted the district in a variety of ways. As of January 1977, for example, 144 schools in the district have been adopted by business, civic and church groups; over $100,000 has been contributed by the community for promotional materials; 196 paid job internships have been developed in the business sector; and 250 people from the business community have been enlisted to serve on the career education advisory committee.

Among other comments made by presenters and resource panel members are:

-- The need for an emphasis on career education in strengthening the value and dignity of work is evidenced by the breakdown in the transition of young adults from school to the world of work. We see problems such as high absenteeism, lower productivity, and a lack of pride in one's work.

-- Career or vocational education should be a process of blending resources from the school and community in such a way that all individuals can receive an education that adequately prepares them to become productive, satisfied citizens.

-- One of the most effective programs to come along in years is the Texas Personnel Interchange. This effort utilizes the facilities of the cooperating industry and the vocational-technical instructor in on-the-job training situations.

-- Only if we have the courage to face the real needs of the working world, the ability to sort out our problems, and the optimism to take a real hard look at the future can we hope to keep pace with our highly automated and computerized world.

-- An advisory committee should not be weighted too heavily with management people.

-- A school does not always have the means by which to provide students with saleable skills. Industry needs to be convinced to serve as a laboratory setting in order that students may obtain and get saleable skills, to ensure that work stations are there for students to learn.

Comments by the Audience

We need to not only follow-up on the success stories in vocational education, but also the failures and then correct them.

A need exists to teach social or employability skills (promptness, dependability, job appreciation, work ethic, etc.) while we are teaching people a skill.

Many businesses and industry people are waiting and willing to provide input and assistance to the schools. They are waiting to be asked. Also guidance is needed in how to organize and operate an advisory committee.

More attention needs to be given to involving statewide associations and their local chapters on advisory committees.

A concern was voiced that many advisory committees are "paper tigers," in that several names are put together to fulfill the requirement that a district needs an advisory committee. The committees are not active.

Thought needs to be given to having one advisory committee per program area rather than having a committee for each program. It's too much of a drain on the school personnel to handle several committees.

When the taxpayer and industry complain about the quality of equipment being used in a program, they must realize the time process involved in getting a piece of equipment approved, bought, and in use.

A concern was voiced that it is difficult to get the small businessman involved on an advisory committee because of the obligation and time involved with the business. Also mentioned that larger companies need to be encouraged to allow more of their hourly people the time to serve on a committee. It was also noted that a closer relationship is needed between education and unions.

The Chamber of Commerce should be involved when advisory committees are being formed or community help is needed. The C of C knows the community and the people in it.

Advisory committees should not be looked on as employment agencies or a means of securing free equipment, although committees do assist in securing training stations and often provide the school with equipment.

Workshop Recommendations

Participants developed specific recommendations to be made at the final general session of the conference. Among recommendations made were:

-- Vocational advisory committees should be broad based in membership--business and industry, management and labor, and the general public.

-- Advisory committees should be heavily used by the schools in providing realism in the classroom as to what the world of work is all about.

-- Advisory committees should help the schools identify the needs of the community and help the schools structure programs to help serve the community's needs.

-- The expertise and influence of advisory committees should be used in providing or establishing a better understanding in the community of what vocational education is and the public that it serves.

-- It's important that advisory committees work with the schools to ensure that vocational education provides students with broad experiences.

-- More orientation sessions on the proper use of advisory committees must be provided to teachers. Industry people also need to better understand the organization and functions of a committee.

-- Local school boards need to be more directly involved in the appointment of an advisory committee.

Workshop 9

THE STUDENT VIEWPOINT

Chairperson: Hon. Fred Head, State Representative, Athens

Co-Chairperson: Mrs. Mary Ann Leveridge, Member, State Board of Education, East Bernard

Reporter: Mr. Frederick McClure, ACTVE Member, San Augustine

Recorder: Ms. Carolyn Hinckley, Educational Writer, Texas Education Agency, Austin

Presenters:

Mr. Scott Covington, President, State Association of Student Councils, Orange

Miss Tami Steen, President, Texas Future Teachers Association, Victoria

Miss Kara Anderson, High School Management Intern Student, Austin Independent School District, Austin

Mr. Adam Gonzales, State President, Distributive Education Clubs of America, Austin

Mr. David Morrison, Health Occupations Student, North East Independent School District, San Antonio

Mr. Kelly Flock, Aircraft Mechanic Student, Houston Independent School District, Houston

Mr. Reese Times, Petro-Chemical Laboratory Student, Houston Independent School District, Houston

Resource Panel:

Mr. Randy Cain, Past State and National President, Distributive Education Clubs of America, Austin

Mr. Ken Johnson, State President, Future Farmers of America, Nacogdoches

Miss Kim White, Past National President, Office Education Association, Clear Lake

Mr. Bill Perry, President, Texas State Technical Institute Student Body, Waco

Miss Kathy Mockert, Office Education Student, North East Independent School District, San Antonio

Mr. Eleazar Rodriquez, Data Processing Student, Austin Community College, Austin

Comments by Presenters

Although many high school students make a career choice by their junior or senior year, they are still ignorant of the actual duties, responsibilities, and opportunities in their chosen field. Vocational education can prove valuable to students in providing them the opportunity to actually perform work they will do after they complete their education. Voc-ed can help students to determine, before they're out of high school and burdened with responsibility, whether or not they would like what they are doing.

More concerted efforts need to be directed at providing jobs for distributive education students that actually relate to their chosen vocation.

A fire fighting program needs to be offered at the high school level, and be open to all seniors.

It should be a high school graduation requirement that students take at least one year of economics. Students need to understand the law of supply and demand, the importance of a business making a profit, and the structure of a corporation.

Students need to be made aware of the variety of career opportunities as early as possible in the education process. Unless career education and vocational education concepts can be integrated, neither will be successful.

A lack of interest in courses derived from an inability to see the practical application of what is being learned contributes to school dropouts. Vocational education, which shows the practical application of knowledge, should be a part of every school district in the state.

On-the-job training type experiences are needed in the academic program areas to provide students with firsthand experience of the work world. OJT experiences should also be provided to a larger extent in vocational programs. Child labor laws may need to be revised in order that more OJT experiences can be provided.

Employers need to be encouraged to a larger extent to hire vocational education graduates, much the way they are encouraged through public relations methods to "hire the vet."

Students need a broad understanding of a career field before they start focusing on a particular career so as to avoid selecting a career that will not meet their needs.

Management internship programs are a most beneficial way of combining academic instruction and job experiences. Guidance services could never provide firsthand information on careers as does internships.

Vocational education can be a great benefit to the college as well as non-college bound student. Through voc-ed, students can obtain the knowledge and experience to go directly to work out of high school or they can continue with school and help support themselves through a job at the same time.

Vocational youth organizations are a valuable part of vocational education. Not only do students develop leadership skills and develop a broad base of friends, but they also have ample opportunities to put their skills, obtained in voc-ed courses, to use in competitive events.

Vocational education should be offered at the junior school level with emphasis on acquainting students with a variety of career opportunities in order that they will have a better opportunity to decide what to take in high school.

Comments by Resource Panel and Audience

Kids will produce what is demanded of them. What teachers have to offer makes a big difference.

Parents, counselors, and students need to be informed of post-secondary as well as secondary vocational program opportunities.

Students should not be put into vocational education simply because they are not interested in academic studies. A student needs a good background in academics to succeed in many areas of voc-ed.

It was noted that a need exists for more work study programs whereby students obtain actual work experiences in their career field while still in school. A comment was made that securing jobs for students is somewhat difficult because employers want to hire people with prior work experience. A suggestion was made that perhaps students could work on a volunteer basis, at least when starting out in a job.

A concern was voiced that counselors don't know enough about careers to do a good enough job in counseling students on different career opportunities. In regard to counselors, another concern was voiced that counselors are overburdened with paperwork which hinders their efforts to actually counsel students.

The decline in SAT scores may be a partial fault of teachers. If the teacher is enthused about teaching, the student will be enthused about learning.

A need exists to educate the public to the fact that college isn't for everyone. People need to understand that to secure a self-fulfilling job one doesn't have to go to college.

There were several mixed feelings regarding being able to take voc-ed and prepare for college while in high school. Many college bound students feel they can't take both because of the college prep courses they need to take. Students who have taken voc-ed and also plan to go to college indicated that both can be taken. A comment was made that counselors have a lot to do with creating the feeling that both cannot be taken.

Students need to be taught that there is dignity in work. This should be done starting in elementary school.

Vocational counselors need to be used in the counseling process. Peer counseling is also a good way to reach students.

Government and education officials need to identify the areas in the work world where jobs are available. Once we know where the skills are needed, this information should be disseminated and advertised to students.

A problem exists in small school districts with not having enough students interested in a particular program to get it funded by the Texas Education Agency.

A comment was made that it is important for people to determine at an early age what they plan to spend their lives doing. Life is too short not to make an early decision.

A concern was voiced that many students take voc-ed to "earn money" with little intent of pursuing a career with the skills they develop. It was felt that this will continue to be a problem for long as a minimum number of students are needed in a program to maintain its existence.

Every school should have an individual, such as a job placement coordinator, to assist students in making the transition from school to work. Such an individual should serve as a liaison between the schools and work community.

Vocational education will never be able to meet the demand for its services until government and education leaders decide to invest a much larger sum of money in voc-ed.

Teaching students to communicate must be a very important part of education. When thinking of the word communication, people automatically think that it entails teaching people to talk. A very important part of communications is also learning how to "listen."

It is more important to train or equip a student with skills that can be applied to several occupations within a cluster than it is to teach the student skills for just one job.

Workshop Recommendations

At the final general session of the conference, a report was given on this workshop which contained several recommendations:

-- A definite need exists for stronger communication between voc-ed and the community, between voc-ed and the parents of students in voc-ed, to increase an awareness of voc-ed programs and what they are about.

-- There is a need for communication between students in voc-ed and academic programs to foster an awareness of the need for both voc-ed and academic programs in a student's preparation for making a living and functioning in society.

-- There is a need for cooperation between voc-ed and academic instructors, between business/industry and voc-ed, so that programs can be better designed to meet student and community needs.

-- The schools and work community should work more closely in the placement of students after the completion of programs to help decrease spiraling unemployment.

-- There is a need for voc-ed evaluation procedures that do not make false assumptions about the value of voc-ed because some students who graduate from voc-ed programs do not enter fields for which trained.

-- Funding formulas for public education need to be changed in order to encourage the development of vocational programs.

-- The rules and regulations affecting programs for handicapped persons should be reviewed to ensure that they do not prevent some handicapped persons from being served. Guidance services for the handicapped should be well planned.

-- Very broad career awareness activities should be provided at a very early point in the educational life of students in order that some relevancy can be obtained for the educational process that young people are required to progress through.

-- Public education should be redirected in such a way as to increase the efficiency of the system in responding to the needs of individuals as well as employers. A study should be done to determine what the job needs are and what it will take in the way of programs to meet those needs.

-- Peer counseling needs to be encouraged in promoting an awareness of voc-ed. Voc-ed teachers need to be used.

-- A need exists to orient academic counselors to what voc-ed is and what it strives to achieve, and the types of voc-ed programs offered.

-- A lower student/pupil ratio is needed in vocational education programs.

-- An interfacing is needed between voc-ed and academic programs. There is no reason that an awareness of career opportunities cannot be taught in academic classes.

-- The alleviation of sex-stereotyping should begin at a very early age.

NOTES

PART III

Exhibitors
Participant Breakout
ACTVE Members

LIST OF EXHIBITORS

Texas Public Community/Junior College Association

Houston Community College

Texas State Technical Institute

Texas Adult Performance Level Project

Texas Community Education Association

San Antonio Skill Center

Fort Worth Skill Center

Texas Department of Community Affairs

Texas Department of Corrections

Gary Job Corps Center

McKinney Job Corps Center

Texas Association of Private Schools

Houston/Galveston/Beaumont Ironworkers Joint Apprenticeship Advisory Committee

Apprenticeship & Training Association of Texas

Texas Education Agency, Agriculture Education

Texas Education Agency, Trade & Industrial Education

Texas Education Agency, Distributive Education

Texas Education Agency, Health Occupations Education

Texas Education Agency, Consumer & Homemaking Education*

Texas Education Agency, Office Education

Texas Education Agency, Vocational Guidance Services

Texas Education Agency, Career Education

Texas A & M University Vocational Instructional Services

University of Texas Instructional Materials Center

East Texas State University Occupational Curriculum Laboratory

Advisory Council for Technical-Vocational Education in Texas

Dallas Skyline Career Development Center

Austin State School

Texas Employment Commission

Texas Industrial Commission

Texas Restaurant Association

U.S. Army Corps of Engineers

Texas A & M University's Center for Marine Resources

Texas Department of Agriculture

City of Austin

U.S. Air Force

U.S. Army

U.S. Navy

Brown & Root, Incorporated

Associated General Contractors of Texas

American Society of Certified Engineering Technicians

Texas Department of Health Resources

Texas Hospital Education and Research Foundation

Licensed Vocational Nurses Association of Texas

Texas Education Agency - Goals for Public Education

**TEA's Consumer & Homemaking Education exhibit coordinated with Texas Tech University's Instructional Materials Center.*

CLASSIFICATION AND TABULATION OF PARTICIPANTS
GOVERNOR'S CONFERENCE ON TECHNICAL-VOCATIONAL EDUCATION

Participants	Number of Participants	% of Total Participants
LOCAL EDUCATORS		
1. Superintendents	23	1.96
2. Administrators	31	2.64
3. Voc. Administrators	143	12.16
4. Counselors	60	5.10
5. Teachers/Coordinators	105	8.93
POST SECONDARY		
6. Administrators	20	1.70
7. Voc.-Tech. Education Administrators	92	7.82
8. Faculty	26	2.21
9. Counselors	7	.60
OTHERS IN EDUCATION		
10. Students	65	5.53
11. Texas Education Agency Staff	43	3.66
12. Education Service Center Personnel	13	1.11
13. Senior Colleges and Universities	87	7.40
SUB-TOTALS - EDUCATORS	715	60.80
14. Business & Industry	89	7.57
15. Chambers of Commerce	9	.76
16. National, State and Local Council Members	20	1.70
17. Local and State Board of Education Members	12	1.02
18. Private Schools	11	.94
19. Labor Representatives	21	1.78
20. Local, County and Regional Government Representatives	15	1.28
21. State Agency Personnel (State and Field Staff)	58	4.93
22. Community Action Agencies	3	.26
23. Job Corps	13	1.11
24. CETA-SMSC Personnel	34	2.89
25. PTA & Women's Clubs	3	.26
26. News Media	3	.26
27. State Legislators and Staff Members	25	2.13
28. Participants Not Otherwise Identified	33	2.81
29. Other	99	8.42
30. Federal Agencies	13	1.11
SUB-TOTALS - NON-EDUCATORS	461	39.20
TOTALS	1,176	100.00

ABOUT THE COUNCIL

The Advisory Council for Technical-Vocational Education in Texas was established under the federal Vocational Education Amendments of 1968. It was reconstituted under state law in 1969.

It has 24 members who are recommended by the Governor, appointed by the State Board of Education, and confirmed by the State Senate to serve six year staggered terms.

The Advisory Council's broad purpose is "to establish a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the State of Texas to meet the needs of industrial and economic development of the State."

On November 10, 1973, the State Board of Education designated the Council to also serve as the "State Advisory Committee on Adult Education."

Under law, at least one public forum must be held each year by the Council to obtain citizen input on education and manpower needs. Over 80 public forums have been conducted by the Council at the state, regional, and local levels since 1970.

In addition to its annual report to the State Board of Education, which is also sent to the U.S. Office of Education, the Council submits an annual report to the Governor and a biennial report to the State Legislature.

The Council also publishes a monthly newsletter in addition to numerous other reports, staff analysis, working papers, surveys, and background information data as the need arises.

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Michael DeBakey, Houston
Don Gray, Harlingen
Joe Gunn, Austin
J. W. Hamby, Plainview
James H. Harwell, Austin
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W. L. Jones, Kingsland
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Hugh McCallick, Houston
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Kimberly White, Clerk